DOCUMENT RESUME

ED 164 746 08 CE 016 503

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TITLE The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators--Part I. Research and Development Series No. 141.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50193
PUB DATE 77
GRANT G007501702
NOTE 120p.; For related documents see CE 016 504-511
AVAILABLE FROM National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.75)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrative Personnel; Curriculum Development; Evaluation Methods; Job Skills; Literature Reviews; *National Surveys; Performance Based Teacher Education; Skills; *Task Analysis; *Vocational Education
IDENTIFIERS Developing a Curriculum; Final Reports

ABSTRACT

The purpose of this research was to identify and nationally verify the competencies considered important to local administrators of vocational education. A comprehensive literature search was conducted to identify all relevant administrator competency studies and available competency-based instructional materials. Fifteen studies were located. A curriculum development approach called Developing a Curriculum (DACUM) was used to update the competencies identified through the literature search and to identify an additional 36-40 additional tasks not found in the literature. All competency statements were analyzed, refined, and merged into a single administrator Task Inventory Instrument (191 task statements). It was then submitted to a stratified nationally representative sample of 130 practicing administrators of secondary and postsecondary vocational education programs. One hundred and twenty administrators returned usable instruments. Of the 191 task statements, 166 were considered to be verified as important. Responses to 31 tasks were found to differ significantly between secondary and postsecondary administrators and 15 tasks differed significantly between urban and rural administrators. (The second part of this final report is also available [CE 016 504]. (JH)

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ED164746

Research and Development Series No. 141

THE IDENTIFICATION AND NATIONAL VERIFICIATION OF COMPETENCIES IMPORTANT TO SECONDARY AND POST-SECONDARY ADMINISTRATORS OF VOCATIONAL EDUCATION

Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators—Part I

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1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project No. 498AH50193 Grant No. GO07501702

U.S. DEPARTMENT OF
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Office of Education
Bureau of Occupational and Adult Education

FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Bureau of Occupational and Adult Education of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

> To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
>
> To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The procedures used to carry out the first (research) objective of the project are described in this report. The procedures used to carry out the second (development) objective are described in The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education.

This project could not have been successfully conducted without the cooperation and assistance of many individuals. Special recognition goes to Robert E. Norton, Senior Research Specialist, who, as Project Director, gave leadership and guidance to the overall project. Recognition also goes to Kristy L. Ross, Program Assistant, for her many writing and editorial contributions; and to Gonzalo Garcia and Barry Hobart, Graduate Research Associates, who assisted with both the research and module development phases. Thanks also go to Kenney Gray, Research Specialist, for his assistance with the research phase; Glen E. Fardig, Research Specialist, for his advice on the research phase and review of some modules; and to James B. Hamilton, Program Director, Professional Development in Vocational Education, for his helpful guidance and administrative assistance.

Meaningful contributions were also made to the project by the Project Advisory Committee consisting of Walter G. Hack, Professor of Educational Administration, The Ohio State University, Columbus, Ohio; Rosemary Kolde, Director, Diamond Oaks Career Development Center, Cincinnati, Ohio; Paul Lentz, Director of Occupational Education, Concord, North Carolina; Peggy Patrick, Program Analyst, Division of Vocational-Technical Education, State Department of Euucation, Little Rock, Arkansas; and Merle Strong, Professor of Educational Administration and Director of Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison.

Special thanks also go to the 12 local administrators of vocational education who participated in the DACUM (Developing A Curriculum) workshop to identify and cluster relevant competencies. A list of the DACUM committee members and their positions and addresses is contained in Appendix D.

Appreciation is extended also to The Center staff members who reviewed and critiqued the draft Administrator Task Inventory, and to the local administrators who served in pilot testing the Inventory. Many thanks and much credit also to the 120 local administrators in the national sample who were carefully selected and who graciously responded to the Administrator Task Inventory.

Last, but certainly not least, credit goes to Debbie Parsley and Susan Ryckman, project secretaries, who consistently worked hard to meet deadlines and produce high quality materials.

Robert E. Taylor
Executive Director
The Center for Vocational Education

ABSTRACT

THE IDENTIFICATION AND NATIONAL VERIFICATION OF COMPETENCIES IMPORTANT TO SECONDARY AND POST-SECONDARY ADMINISTRATORS OF VOCATIONAL EDUCATION

Purpose

The purpose of this research phase of a larger project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators" was to contribute to the improvement of training programs for local administrators by conducting research to identify and nationally verify the competencies considered important to local administrators of vocational education.

Procedures

A comprehensive literature search was conducted to identify all relevant administrator competency studies and available competency-based instructional materials. An innovative approach to curriculum development called DACUM (Developing A Curriculum) was used to update the competencies identified through the literature search and to identify several additional competencies. All competency statements were analyzed, refined, and merged into a single Administrator Task Inventory instrument. This instrument was submitted to a carefully selected and stratified nationally representative sample of 130 practicing administrators of secondary and post-secondary vocational education programs. Each administrator was asked to respond to each of 191 task statements on a six-point Likert-type scale in terms of: (1) the importance of the task, and (2) the degree of training needed by most administrators to effectively perform the task.

Results and Conclusions

In the literature search, 15 relevant administrator research studies were located. The DACUM workshop conducted in January 1976 proved to be extremely valuable and resulted in the identification of 36-40 tasks not found in the literature. It was concluded that both the review of literature and DACUM workshop contributed significantly to obtaining a comprehensive and up-to-date list of competencies. By June 30, 1976, 120 of the 130 administrators had returned usable instruments for a response rate of 92.3%. One hundred and sixty-six (166) of the 191 task statements were considered to be verified as important (meaning they received a median score of 3.0 or higher). Further analyses were conducted to determine if there were any statistically significant differences in the way secondary versus post-secondary administrators responded to the statements and to determine whether there were significant differences between the way urban and rural administrators responded. Thirty-one tasks were found to differ significantly in the first instance, and 15 tasks in the second instance.

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CHAPTER I: INTRODUCTION

The major outcome sought through this project was better trained local administrators of secondary and post-secondary vocational education; and, through their improved competence, vocational education programs that are more effective and efficient in meeting the needs of students. Vocational education requires aggressive and effective leadership at the local level. To provide this type of leadership for rapidly expanding vocational programs, more and better training programs are required for local administrators.

Problem Statement

The improvement and expansion of effective programs of vocational education at the local level requires the preparation of increasing numbers of new administrators who are competent in the complex and unique skills required to successfully direct vocational programs. It is also essential that current and future administrators of vocational education receive frequent upgrading of their skills so as to be prepared to develop and manage vocational education programs that are relevant and responsive to constantly changing individual and societal needs. In many states, the supply of competent local leaders of vocational education has been inadequate to meet increasing demands for them.

The effective training of local administrators has been hampered by at least four major problems:

1. the complex and unique skills required to successfully direct vocational programs

2. the limited knowledge of the competencies currently needed by local administrators of vocational education

3. the limited availability of high quality competency-based instructional materials for use in the preservice and inservice preparation of vocational administrators

4. the limited training opportunities available for the preservice and/or inservice preparation of secondary and post-secondary vocational administrators in most states

A brief explanation of each of these problem areas follows.

While vocational administrators are confronted with many of the same tasks as are general education administrators, they must also deal with many complex tasks which are unique to vocational education administrators. For example, the 1968 Amendments to the Vocational Education Act gave states and local communities more responsibility for program planning and evaluation. In order to obtain state and federal funds to support their programs, local leaders are now required to submit to the state, plans that

reflect and justify the programs proposed for operation in the local secondary or post-secondary school district. Wenrich and Wenrich (1974), reflecting upon the increased leadership demands placed on the local vocational administrators, state:

> This shift in responsibility from the federal to state and local units of school administration creates a need for an increased number of local vocational education leaders who have the competence to plan, operate, and evaluate vocational programs on the secondary and post-secondary levels. But not only do we need more leaders for administrative roles, we need a "new breed" of leaders--persons who have conceptual, technical, administrative, and human relations skills needed to develop dynamic vocational education programs which will serve the needs of individuals and society (pp. 101-102).

The Education Amendments of 1976 have also thrust increased responsibilities for program planning, evaluation, and accountability upon the shoulders of the local directors. For example, comprehensive planning requirements at the local level make it mandatory that the local administration involve an advisory council for vocational education in all major aspects of program planning and development. The skills required to successfully direct local vocational programs are indeed complex and in many cases unique.

As pointed out by Miller (1972) and others, studies of the competencies needed by leadership personnel in vocational education were also limited in number and scope. Briggs (1971), in his doctoral study of the competencies necessary for administrators of vocational and technical education, states that there still seems to be a lack of agreement "regarding what one needs to know and the competencies he must possess to be an effective administrator in vocational education" (pp. 22-23).

A comprehensive needs assessment that includes a review of all pertinent research studies and other literature dealing with vocational administrator competencies was needed. Given this review, a comprehensive list of identified competencies could be developed and submitted to a nationally representative group of current vocational administrators for verification and the assignment of priorities.

Once the specific competencies required by vocational administrators have been identified, there is still the problem of developing and testing transportable training materials that will deliver the needed competencies. Miller (1972), in a review and synthesis of research on the preparation of leadership personnel, states that "leadership development, instructional activities and procedures should be competency-based and not course oriented" (p. 28). Although a considerable volume of training materials has been developed for various graduate programs, workshops, seminars, and institutes, almost nothing exists that is

competency-based, transportable, and field tested. Hence, the third major problem restricting the effective training of local administrators.

Finally, the training problem is compounded by the limited number of training programs specifically designed for local administrators of vocational education. Since preservice programs for vocational education leadership personnel are minimal in number, inservice training programs are vital to the preparation of needed personnel. Since most newly appointed vocational administrators are recruited from teaching positions in specialized service areas, they can acquire the broad understanding of vocational education and the administrative skills required for their new position only through inservice programs. Similarly, administrators from general education who are thrust into vocational education leadership positions can obtain the same unique understandings and skills only through inservice training. In spite of the obvious need, often the only type of inservice training available is in the area of general administration. Unfortunately, the number of administrators responsible for vocational education programs in any given area is quite small, with the resulting available training opportunities often being very limited. The shortage of training opportunities, however, does not lessen in any way the serious and critical need for the training of such administrators.

In response to the problems outlined, the Bureau of Occupational and Adult Education of the U.S. Office of Education, under the research provisions (Part C) of the Vocational Education Amendments of 1968, funded several state-level (Virginia, Texas, West Virginia, Mississippi, Michigan) projects and at least one project with a national focus (The Center for Vocational Education).

It is the latter project with which this report deals.

Project Objectives

Addressing the four major administrator training problems outlined requires a comprehensive and a long-term effort reaching into every state and territory. While such a massive effort could not be undertaken due to financial and other constraints, a significant research and development effort was launched by The Center with the following two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

If one reflects on the four major problems hampering the effective training of local administrators, it becomes obvious that the primary objective of this project was to deal directly with the "limited knowledge of the competencies needed" problem. The secondary objective was to deal directly with the "limited availability of high quality competency-based instructional materials" problem through the preparation and field testing of sample modules and a user's guide, specifically designed for use with local administrators. Through the preparation and dissemination of individualized training materials, it is also hoped that the project will indirectly contribute to solving the problem of "limited training opportunities."

The ultimate goal or outcome sought through the project is better programs for secondary and post-secondary vocational education students through the preparation of more, and more competent, local administrators. It is expected that through (1) knowledge of the important competencies needed by vocational administrators, and (2) the use of high quality competency-based instructional materials that are research-based and specifically designed and tested to provide the skills and knowledge verified as important, more individualized and competency-based training opportunities can be made available to preservice and inservice vocational administrators.

Related Research

A national search was conducted to identify relevant administrator research studies and available competency-based instructional materials designed for use in training local vocational education administrators. The search consisted of a manual search and a computerized search which was completed by Ohio State University's Mechanized Information Center facilities. The Mechanized Information Search consisted of both a retrospective search and a current awareness search. The following data banks were searched for the years indicated:

RIE - Research in Education	1965-1976
AIM/ARM - Abstracts of Instructional Materials and Research in Vocational Education	1968-1976
EI - Education Index	1964-1975
CIJE - Current Index to Journals in Education	1969-1975
DIS - Dissertation Abstracts International	1966-1975

The focus of the literature review centered on determining the major common and unique competencies and competency areas which various researchers have indicated are essential for effective administration of vocational education. Additionally,

an attempt was made to determine the various methodologies and instruments which have been employed in identifying and verifying the competencies.

At the same time the literature was being searched for research studies, a search was made for competency-based curricular materials that had been field tested and that were generally available. This search proved almost futile. The only materials located prior to the last six months were the ABC - Instructional Packages that came out of a 1974 project by Illinois State University. While helpful, these are not basically self-contained and do require tapes and other media not generally available. In late 1976, materials from other USOE-funded projects have started to appear.

Our extensive literature search and review revealed many studies of widely varying quality that were in some way concerned with the role of the local director or administrator of vocational education.

Several research studies were found that were directly concerned with the identification and/or verification of competencies for local administrators of vocational education. Most of these studies were conducted between 1970 and 1975 and were statewide in nature, although two studies were multi-state or regional in focus. No recent national study of any kind could be located. Most of the studies were doctoral dissertations with the quality of work ranging from fair to excellent. There was little uniformity in the names given to these "competencies." Some studies referred to duties and functions, others to critical behaviors, and still others to understanding and ability statements. The number of statements identified ranged from 40 to 258. A wide variety of methodologies was used to verify the competencies. A brief summary of the most relevant studies identified follows, and a table indicating the major competency lists identified, the year, and the number of competencies is included as a summary to this section.

Stanger (1967) administered an instrument containing 73 duties and functions to five groups of educators in California for the purpose of determining the responsibilities of the intermediate-level (county) director of vocational education. The findings of the study indicated a strong consensus within and among the five educator groups surveyed with respect to the duties and functions given.

Meyer (1970) surveyed by questionnaire a sample of 450 vocational education administrators from three levels of management in 33 different states for the purpose of determining the existence of common competencies. Administrators were selected at random from state educational directories and classified as top-management, middle-management, or supervisory-management. The competencies used in the study consisted of 60 "understanding" statements and 56 "ability" statements. Meyer concluded that a

majority of the competencies were required by all vocational education leaders across the three levels of management, although certain competencies were unique to certain managerial levels.

Ward (1970) investigated the competencies essential for the performance of vocational education leaders in Oregon. A list of 50 competency statements believed necessary for effective leadership was identified through a review of the literature. A questionnaire containing the 50 statements and a Likert-type scale was administered to 134 leaders of vocational education in Oregon. Ward identified 40 competencies which were held to be essential for the effective performance of vocational education leaders.

Briggs (1971) was concerned with identifying the common and basic competencies needed by administrators of vocational education in public junior colleges, area vocational schools, and metropolitan school systems. The findings of the study indicated there was general agreement among vocational administrators with respect to the 40 competency items on the survey questionnaire.

Baltimore (1972) was concerned with investigating the professional education competencies of public school vocational education directors and department heads in the four western states of California, Arizona, Colorado, and Washington. The study identified 98 competency items and indicated that the responses of 147 individuals to a mailed questionnaire, when compared within states and across states, were alike in the ratings of the competencies.

Martin (1972) conducted a study to identify the common and essential professional education competencies for the adequate performance of community college vocational education administrators. The findings of the study resulted in the identification of 98 individual competencies, and 5 clusters of competencies that could be used in the development of curriculum materials for community college vocational education administrators.

Ramp and Anderson (1972) joined forces to identify the competencies essential to vocational education leaders in Illinois. The authors, located at Southern Illinois University-Carbondale and Illinois State University-Normal respectively, surveyed superintendents with an instrument containing 305 potential competency statements. Their findings indicated that 158 of these statements were held to be important. The 158 competencies were then translated into behavioral statements and organized into a taxonomy of administrative competencies with eight major areas. This list of competencies later became the basis for the development of three competency-based administrator education (CBAE) programs in Illinois.

Sundstrom (1972) factor analyzed the questionnaire responses of 72 administrators of vocational education in Oregon. A list of 70 competency items categorized into 7 competency clusters was

identified and factor analyzed. Sundstrom concluded that the six administrative groups studied were in agreement with 49 of the 70 competency statements and were somewhat in agreement with respect to all the competencies. From this, it was concluded that there was an identifiable group of professional education tasks that were performed by all administrators of vocational education.

Coster et al. (1973) surveyed a sample of 28 local directors of vocational education in attendance at a local director's conference in West Virginia for the purpose of identifying the competencies specific to the position of local director of vocational education in West Virginia. The study produced a list of 149 competencies considered essential to the performance of the local director of vocational education in West Virginia.

Holt (1973) investigated the differences in perception between directors, secondary school principals, vocational superintendents, and teacher educators in vocational education with respect to the actual and ideal roles of vocational education directors. A mailed questionnaire, consisting of 65 functions compiled from the literature, was administered to 264 directors of vocational education in the public school districts in Tennessee. The findings of the study revealed that greater differences existed between the reference groups relative to the 65 functions in the actual role than in the ideal role.

Lynch (1973) conducted a study for the purpose of assessing the perceptions of 148 graduate vocational education faculty at 18 institutions regarding competency clusters to be possessed by graduates of comprehensive vocational education programs who were to assume positions as teacher educators, local administrators, or state administrators. The instrument used was a questionnaire containing competency statements which had been verified by three separate juries. The study identified 54 important competencies which were grouped into nine competency clusters.

Williams (1973) surveyed all of the full-time local vocational directors and supervisors in the state of Ohio in an effort to obtain input into the design of a vocational education leadership development program. A pilot-tested questionnaire containing 84 task statements based on a survey of the literature was administered to 259 leadership personnel. Some important commonalities as well as important differences were found between the roles of vocational directors and supervisors. While both groups were involved to a similar extent in school-community relations tasks, the supervisors were involved in curriculum and instruction tasks and the directors were more deeply involved in general administrative tasks.

Pope (1974) surveyed 2,100 vocational administrators and supervisors for the purpose of determining the competencies needed for successful performance on the job. The researcher identified 90 competency elements as important for all administrator leadership positions.

Kasper (1975) conducted a study of 268 local vocational administrators within USOE Region V for the purpose of determining the effective and ineffective critical behaviors affecting the successful performance of the local vocational administrator. The study employed a modified critical incident technique developed by Flanagan. The findings of the study produced a list of 258 behaviors considered to be critical for effective vocational administrator performance.

Pyle (1975) conducted a study to identify the competencies required of vocational education administrators in Pennsylvania. A list of 95 multiple-verb competency statements was sent to three groups of vocational education personnel in Pennsylvania. The three groups of vocational education personnel were asked to review and make judgments relative to the 95 competencies given. The findings of the study produced seven groupings of competency statements and indicated that all of the 95 competency items were rated as performed by, and important to, vocational administrators in Pennsylvania.

An analysis of the 15 studies reviewed permits one to conclude several things. Perhaps most obvious is that the job of local administrator can be specified in terms of the competencies he/she must be able to perform. The research conducted has resulted in the compilation of numerous competency lists and in the verification of some competencies. The review of literature indicates that various methodologies have been used to determine the important competencies. Most researchers, however, have used a questionnaire and some type of Likert scale to obtain respondent ratings of the importance of the competencies.

A careful review of these studies also raises certain concerns that should be considered. All but three of the studies reported were doctoral dissertation studies. In many of the studies, all of the competencies placed on the questionnaire were considered important by all of the respondents. This fact, coupled with the heavy reliance of some studies upon literature reviews as the only basis for the development of competency statements, makes one wonder whether other important task statements may have been overlooked in at least some of the studies. While there was some consistency among the categories or clusters of competencies derived, there was very little consistency in the way in which the competency statements were written, and in the number written which ranged from 40 to 258. Another questionable practice that was used by several researchers in verifying competencies was that of surveying all the administrators in a state. This ensures the inclusion of reactions from administrators who are performing at very low levels as well as those who are performing most satisfactorily. Related to this concern was the fact that all but three of the studies were only statewide in scope, and Meyer's study (1970) was the only one that approached a national survey.

Given the limitations of the studies found, it was concluded that a rigorous national study to identify and verify the competencies important to local administrators of vocational education was needed. Further, it was concluded that innovative competency identification and verification techniques should be utilized whenever possible to alleviate, or avoid altogether, the shortcomings of past studies. Solid competency identification and verification research was needed to provide a defensible basis for designing competency-based administrator education (CBAE) training programs as well as to provide a research base upon which to construct relevant curricular materials.

TABLE 1

SUMMARY OF VOCATIONAL EDUCATION ADMINISTRATOR
COMPETENCY STUDIES FOUND IN LITERATURE

Researcher and Institution	Date	Major Findings
Norman R. Stanger University of California	1967	73 duties and functions
John D. Meyer Colorado State University	1970	60 "understanding" statements 56 "ability" statements
Darrell L. Ward Oregon State University	1970	40 verified competencies
Lloyd D. Briggs Oklahoma State University	1972	40 verified competencies
Jimmie R. Baltimore Oregon State University	1972	98 competencies
Darrell D. Martin Oregon State University	1972	98 competencies
Wayne S. Ramp Southern Illinois University-Carbondale Edward Anderson Illinois State University	1972	158 competencies
Lloyd Sundstrom Oregon State University	1972	49 competencies
John Coster et al. North Carolina State University	1973	149 competencies
Raymond A. Holt University of Tennessee	1973	65 functions
Richard L. Lynch Indiana University	1973	54 competencies
Robert J. Williams Kent State University	1973	84 tasks
Billy N. Pope EPD Consortium D, Texas	1974	90 competency elements
Richard J. Kasper The Ohio State University	1975	258 critical behaviors
Robert B. Pyle University of Pittsburgh	1975	95 competencies

CHAPTER II: PROCEDURES

This research and development project consisted of three basic phases: (1) a research phase, (2) a curriculum materials development and testing phase, and (3) a dissemination phase. In order to accomplish project objectives, the following methods and procedures were used:

1. Conduct a comprehensive literature search to identify relevant administrator studies and available competency-based materials.

2. Analyze available research on the identification of administrator competencies.

3. Conduct a DACUM committee workshop to update and identify additional administrator competencies.

4. Analyze, refine, and merge administrator competencies into a single list.

5. Verify competencies nationally through a stratified survey of carefully selected secondary and post-secondary administrator respondents.

6. Summarize and analyze findings.

7. Tentatively cluster verified competencies for curriculum development purposes.

8. Devise instructional materials format.

9. Develop prototypic instructional packages (modules) and a user's guide.

10. Conduct field tests of instructional materials in different types of instructional settings at four geographically diverse locations.

11. Revise all materials using feedback obtained from students (administrator trainees) and resource persons (instructors).

12. Publish and disseminate research report, modules, and user's guide.

The first six procedures, which constitutes the research phase of the project, are covered in the remainder of this report. The last six procedures, constituting the curriculum materials development and testing and the dissemination phases, are addressed in Part II of the final report entitled The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education.

The major steps of the research phase are portrayed graphically in Figure I. The first step in the research phase involved conducting a comprehensive manual and computer search to identify relevant administrator studies and available competency-based materials.

Conduct Literature Search

An extensive and continuing manual and computer search was made of several data bases during the period July 1, 1975 and February 1, 1976. See Chapter I for a description of these data bases and the period of time each was searched. In the search for relevant research studies where competencies, tasks, or similar performance statements were being identified for local administrators of either secondary or post-secondary vocational education programs, 15 studies were found. These studies are described in the related research section of Chapter I.

At the same time the comprehensive search for administrator research studies was being made, a careful search was also made to identify existing competency-based instructional materials that had been specifically designed for training local administrators. As mentioned in Chapter I, this search proved almost futile as only one set of materials was located. These were the ABC--Instructional Packages that were prepared as part of a 1974 project at Illinois State University (Edwards et al.). While these materials were considered helpful, they are Illinois-specific to a considerable extent, are not basically self-contained, require tapes and other media not generally available, and have not been field tested outside of Illinois.

Review Literature to Identify Competencies

Each of the 15 studies presented in the review of related research were read and carefully scrutinized to identify as many different task statements as could be found. This immediately presented the researchers with some problems, because there seemed to be little uniformity among the various studies reviewed in terms of what constitutes a good competency or task statement.

To guide the selection and later writing of task statements, the following definitions of task and duty statements were established.

A task is a discrete and meaningful work activity which has a definite beginning and ending time. A task statement is a written description of an observable performance which describes what a person will do as he/she performs in the administrator role.

A duty is a larger, arbitrarily established, segment of work performed by an individual, and is composed of several related tasks. The duties and tasks performed by an individual constitute a job.

ADMINISTRATOR PROJECT

RESEARCH PHASE

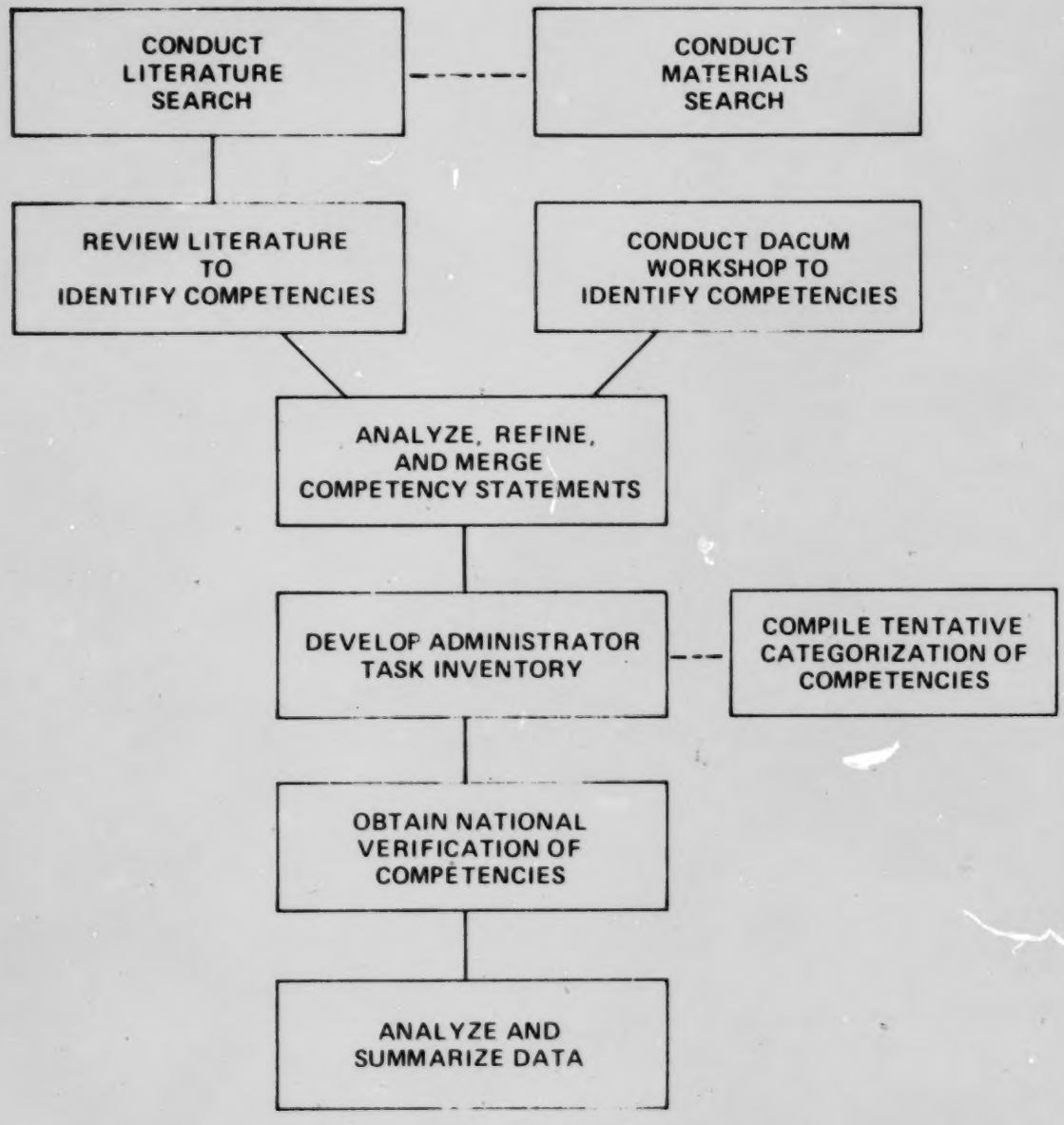
CONDUCT LITERATURE SEARCH
CONDUCT MATERIALS SEARCH
REVIEW LITERATURE TO IDENTIFY COMPETENCIES
CONDUCT DACUM WORKSHOP TO IDENTIFY COMPETENCIES
ANALYZE, REFINE, AND MERGE COMPETENCY STATEMENTS
DEVELOP ADMINISTRATOR TASK INVENTORY
COMPILE TENTATIVE CATEGORIZATION OF COMPETENCIES
OBTAIN NATIONAL VERIFICATION OF COMPETENCIES
ANALYZE AND SUMMARIZE DATA

Figure 1

It was agreed that a task statement must be clearly stated so that it is easily understood by the intended respondent and potential users. The task statement must include terminology which is consistent with current usage of local administrators in the field. The statement must be explicit so that the same interpretation may be applied by all respondents.

The components of an acceptable task statement, in order, are:

a. Verb - The verb must be a present tense action word, e.g., plan, conduct, survey, develop, organize.

b. Object - The thing acted upon, e.g., program, machine, employee, school, committee.

c. Qualifier - The use of a qualifying word or phrase is optional, to be used only when necessary to clarify the meaning of a task.

For additional guidelines used in critiquing, writing, and revising task statements, see the Task Statement Checklist in Appendix A.

Conduct DACUM Workshop to Identify Competency Statements

In summarizing the review of related research in Chapter I, concern was expressed that heavy reliance had been placed upon literature reviews by several researchers as the only basis for the development of competency statements. The problems inherent in this approach to establishing a comprehensive listing of task statements for any position are at least twofold. The major problem is that any review of literature is reliant upon materials which have already been published and disseminated. Such materials are generally at best a year or two old, and hence already somewhat dated before others have access to them. A review of the literature tends to provide a description of "what was," rather than "what is," or "what ought to be."

The second problem inherent in the literature review as the only source of task statements is that it places total reliance upon secondhand information. In few cases, for example, have local administrators who perform the tasks that are of concern in this case, been directly involved in writing the task statements. Someone else, commonly a doctoral candidate, has written the task statements that are available, and the administrators have reacted to them.

While the literature review is valuable as one source of competency statements because it permits building upon the work of others, it has serious shortcomings as the only source of deriving task statements.

To alleviate or avoid altogether the shortcomings of the literature-review-only approach, it was decided to also use a relatively new and innovative approach to curriculum development and task identification as a second input to the task identification process. This procedure, known as DACUM (Developing A Curriculum), by its very nature permits the identification of "what is" tasks and, to some extent, the identification of some of the "what ought to be" tasks.

Its use was based on the assumption that persons actively and very successfully engaged in an occupation should be the most knowledgeable about tasks related to that occupation. In this case, project staff concluded that the best source of information about what local administrators of vocational education do, would be a representative but select committee of administrators themselves.

It is believed that this DACUM was the first of its kind ever conducted in the United States to analyze the job of a professional educator (in this case, of local administrators). For a general description of the DACUM approach to competency/task identification, see Appendix B. For further details of the DACUM approach, see Adams (1975) and/or Sinnett (1974).

To facilitate the identification of additional task statements, and particularly those that might reflect recent trends and changing administrator responsibilities, a carefully selected group of 12 experienced administrators from four different states was convened as a DACUM workshop committee at The Center for three days in January 1976. See Appendix C for a description of the Administrator DACUM Committee Selection Factors and Appendix D for a list of the DACUM participants. Under the leadership of an experienced and highly qualified DACUM coordinator*, the committee was carefully guided through each of the following steps:

1. General introduction and orientation.
2. Review of the administrators' occupational area.
3. Identification of the general areas of competence.
4. Identification of the specific skills for each of the general areas of competence.
5. Review and refinement of the skill statements.

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*The administrator DACUM workshop coordinator was Lawrence Coffin, Director Program and Staff Development, Holland College, Charlottetown, P.E.I., Canada.

Analyze, Refine, and Merge Competency Statements

This was a tedious, difficult, and time-consuming task but one which was believed to be very important in order to develop a comprehensive listing of all the possible tasks that a local, secondary or post-secondary, administrator of vocational education might perform.

Each task/competency statement was examined carefully by project staff against three major criteria as follows:

1. Does it conform to the established task statement definition and the 18 task statement checklist criteria (Appendix A)?

2. What is its degree of similarity to other task statements, i.e.,

   a. Does it have the same meaning?
   b. Does it have a similar meaning?
   c. Is it a new task (not similar)?

3. Is the action verb used the most precise verb available?

A decision was made to merge all the task statements identified in both the literature review and in the DACUM workshop into a single comprehensive but unique listing of statements. This task consumed nearly two months of project staff time. Since the DACUM listing was the newest and most comprehensive listing available, it was used as the base line list against which task statements from all the other relevant studies were compared. The analysis and refinement process was first conducted independently by each staff member. Differences, and there were many at first, were then argued and debated until consensus was achieved in a committee meeting. During this review and refinement process, the task statements were submitted to three other Center staff who had had actual experience as a local and/or state level administrator of vocational education. Their reviews were helpful in developing action verbs that were more descriptive of some of the tasks.

Develop Administrator Task Inventory

A great deal of attention and time was also given to the development of an instrument that would be attractive and that would secure the type of information needed. A large number of task inventory instruments were reviewed to gain ideas on format, directions, and the most important questions to ask.

It was felt that grouping the refined task statements into broad categories would be helpful to respondents. Hence all the task statements were grouped into one of nine broad categories of responsibility. Closely related tasks were also clustered together within categories.

After a great deal of debate and discussion, it was decided that respondents (local administrators) should be asked to respond on a six-point Likert-type scale to two questions about each task statement. The questions were (1) how important is the performance of this task in your job as a local administrator and (2) what degree of training do most administrators need in order to effectively perform this task? Additionally, a ten-item information sheet was devised to gather demographic data about the administrator respondents. Part of this data was used to categorize respondents as either secondary or post-secondary administrators and as being employed in a rural or urban area.

Finally, directions and a cover letter to the potential respondents were very carefully written and critiqued by several members of the project staff. It was felt that directions needed to be very clear to ensure the same interpretation by all respondents and to encourage a high rate of response.

After the complete instrument and cover letter were drafted, they were independently reviewed by a three-person internal technical review committee and pilot tested on three local administrators in the Columbus area. The information obtained from these reviews was valuable in improving directions and instrument format. The final draft of the Administrator Task Inventory may be found in Appendix E.

Obtain National Verification of Competencies

In the national verification process, several important factors were considered in selecting the respondent group. First, it was concluded that only the most competent administrators that could be identified should be asked to respond to the task inventory for the reasons outlined earlier. A sample, biased in terms of being the most competent administrators available, was therefore sought. Second, it was considered that broad geographic representation needed to be obtained if the research findings were to be generalized to the entire United States. To provide that representation it was decided to select one state from each of the U.S. Office of Education's ten geographic regions. Third, it was felt that the number of secondary and post-secondary local administrators selected should be about proportionate to the total number of such persons employed. Further, it was felt that respondents at both levels should include administrators who are responsible for vocational programs only and administrators of comprehensive programs who are responsible for both academic and vocational programs. To provide that representation, a sample stratified according to those criteria was sought. Fourth, several other important and relevant selection criteria such as respected by peers, minority representation, and both rural and urban representation were suggested to the ten State Directors of Vocational Education who were asked to do the nominating.

Project staff selected one state from each of the ten U.S. Office of Education geographic regions with the primary criteria

being that the state have a sizable number of both secondary and post-secondary vocational programs. The states selected were: Region I - Vermont, Region II - New York, Region III - Pennsylvania, Region IV - Alabama, Region V - Ohio, Region VI - Texas, Region VII - Nebraska, Region VIII - Utah, Region IX - California, Region X - Idaho. It was later discovered that Vermont did not have enough post-secondary administrators, so nominees for that level for Region I were then sought from Massachusetts.

A letter from the Director of The Center was sent to the State Director of each of the states selected explaining the purpose of the research project, and soliciting his/her assistance in nominating the persons desired according to the criteria specified. See Appendix F for a list of the suggested criteria for administrator nominees and a sample page of the nomination form. The mailing of the letter and nomination criteria were followed up about ten days later with a phone call by a project staff member to further explain the need for assistance and to answer questions.

After receipt of all the 130 nominee's names and addresses, a cover letter and the Administrator Task Inventory were sent to all the nominees by mail on May 7, 1976. In addition to the cover letter from the project director, a supportive letter from David W. Berryman, President of the National Council of Local Administrators, was also enclosed. On May 25, 1976, a follow-up letter was sent to the approximately 60 administrators who had not yet responded to the first request. Finally on June 14, 1976, a second follow-up letter and an additional copy of the inventory was sent to the approximately 25 administrators who had not yet responded. Copies of the four letters used are contained in Appendix G.

Analyze and Summarize Data

The Administrator Task Inventory instruments were coded and the data key punched for summary and analysis by computer. The data collected was analyzed on both the "importance" and "degree of training needed" questions to determine the number of responses to each task statement, the median response to each task statement, and the percentage responding to each level of the six-point Likert scale. The 191 task statements were rank ordered from highest to lowest on the "importance" to the job factor using median scores as the basis for ordering.

Two Chi-Square tests of significant differences were also computed to determine which task statements were perceived differently on the importance of the task factor by secondary versus post-secondary administrators and by administrators from rural versus urban areas.

Conduct National Advisory Committee Review

A six-person national project advisory committee was convened at The Center September 2-3, 1976 for the purpose of reviewing progress on the project to that date and to provide project staff with guidance regarding the use of the research findings, the establishment of module development priorities, the module and user's guide format, and field testing procedures. The committee reacted very positively to the work already done and had several valuable and useful suggestions regarding the development and field testing of the modules and user's guide. A list of the advisory committee members and a copy of their agenda may be found in Appendix H.

CHAPTER III: RESULTS

This chapter describes the major findings resulting from the procedures used in the research phase of the project.

Competency Identification

In the process of identifying competencies, 15 research studies dealing with the identification of competencies important to local administrators were located and analyzed. While these studies varied widely in quality, they served as a valuable input in the development of a comprehensive listing of administrator task statements. They also provided concrete evidence that the professional role of local administrator of vocational education could be analyzed in terms of the tasks or competencies performed. The majority of the studies conducted had used Likert-type scales and either juries or panels of authorities for ranking and determining the relative degree of importance of the identified competencies.

The DACUM workshop conducted in January 1976 proved to be extremely successful. Using a modified small-group brainstorming technique, the members of the DACUM committee at the end of three very intensive days had described what they do as local administrators and had reached consensus on a total of 222 task statements clustered into eleven broad categories or areas. All members of the DACUM committee, though thoroughly exhausted by their experience, reacted very positively to the technique and the results obtained. One participant, when asked to react to the workshop experience, said "The DACUM workshop was a fantastic experience. We (the participants) couldn't stop thinking about it. I think the results of the approach were excellent and that the approach should be used more often." All members of the DACUM committee wanted a copy of the task list (chart) developed to take with them at the close of the workshop.

Project staff took the two competency lists--the DACUM list and the review of literature list--and compared, refined, and finally merged them into one comprehensive list of 191 statements. It is worthy of note that between 36-40 new competency statements were found in the DACUM list that did not surface from the review of the literature. At the same time, about 25-30 statements were found in the literature that were not brought up by the DACUM committee. It was concluded that both sources of input were very important to obtaining a comprehensive and up-to-date list of competencies that could be submitted to a select group for national verification.

Competency Verification

By June 30, 1976, the cutoff date for receipt of the Administrator Task Inventories, 120 of the 130 administrators had returned usable instruments for a 92.3% rate of return. It was

felt that the large amount of time expended by project staff in refining the task statements, developing the task inventory instrument, and pilot testing it, paid off in terms of the high rate of return received for such a lengthy instrument. Another factor that was probably operating in favor of a high response was the fact that the sample itself was purposely biased by the careful selection of only the most competent administrators available in the eleven states participating.

One hundred eighteen of the 120 administrators responded to the question about the type of school in which they were employed. Seventy-five respondents (63.6%) reported they were working in a secondary school setting; 43 (36.4%) reported employment in a post-secondary institution.

One hundred twelve of the administrators responded to the question about whether their school was serving a rural or urban community of less than 100,000 population or an urban community of 100,000 population or more. Seventy-one (63.4%) reported working in a "rural" setting and 41 (36.6%) reported service to an urban community.

Data Analysis

The summary of the responses of 120 local administrators to the 191 task statements contained in the Administrator Task Inventory is presented in Appendix I.

Responses to the question, "how important is the performance of this task in your job as a local administrator," are reported as follows:

1. Number of responses to each task statement
2. Median response to each task statement
3. Percent responding to each level of six-point scale

Responses to the question, "what degree of training do most administrators need in order to effectively perform this task" are reported in the same manner.

The rank order of the perceived importance of the 191 administrative tasks without regard to category is presented in Appendix J. The actual median value for each statement is also reported.

The 166 competencies considered by project staff to be verified as important to secondary and post-secondary local administrators of vocational education are presented in Appendix K. An important competency or task statement was operationally defined as a competency receiving a median score of 3.0 or higher on the six-point scale. It should be noted that only three statements received a median score of less than 2.0. One hundred fifteen

statements received a median score of 4.0 or higher. In Appendix K, the 166 tasks verified as important are listed within the original broad category groupings and adjacent to related tasks.

The responses were also analyzed to determine if there were any statistically significant differences in the way that secondary versus post-secondary administrators perceived the importance of the various competencies. A statistically significant difference at the .05 or higher level using Chi-Square was found on 31 different tasks (see Appendix L for listing).

Another analysis was made using the same procedure to ascertain whether there were any statistically significant differences between the way rural administrators (less than 100,000 population in area served by school) versus urban administrators (100,000 or more population) responded to the task statements. A statistically significant difference was found on the responses to 15 statements (see Appendix M for listing).

At the end of each category of task statements on the Administrator Task Inventory, space was provided and respondents were instructed to "add any other statements that you have performed, or that you feel need to be performed by local administrators which are not listed." While several comments were received in these spaces, only seven additional task statements were suggested as follows:

1. Interpret and apply "due process" laws and regulations relating to students.

2. Interpret and apply Title IX laws and regulations to students and staff.

3. Promote cooperative efforts with management and labor.

4. Establish school calendar in cooperation with participating districts.

5. Interpret vocational education to academically-oriented administrators.

6. Establish and oversee policy for drug and alcohol abuse.

7. Interpret rules and regulations for licensed curriculums.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

This portion of the project was designed to identify and verify the competencies important to local administrators of vocational education at both the secondary and post-secondary levels. The conclusions and recommendations developed are based upon the evidence obtained and the experience of staff in carrying out this phase of the project.

Conclusions

In considering the procedures used and the results of this study, the following conclusions are warranted:

1. That the job of local administrators of vocational education, while complex and unique in many ways, can be adequately described in terms of competency or task statements.

2. That both the literature review and the DACUM workshop contributed significantly to the compilation of a comprehensive list of administrator task statements. DACUM proved to be a very effective, low cost, and quick procedure for identifying 36-40 new task statements that were not in the literature. These statements constituted a significant percentage (approximately 19.9%) of the 191 statements making up the refined list contained in the Administrator Task Inventory.

3. That a sound data base of nationally verified competencies important to secondary and post-secondary local administrators of vocational education exists as a basis for:

    a. planning competency-based administrator education programs for vocational administrators

    b. conducting vocational administrator training needs assessments

    c. developing competency-based instructional materials for training local administrators of vocational education

Recommendations

The following recommendations (based upon the procedures, findings, and conclusions, and the investigators' experience in

conducting this study) are offered as a guide to other researchers, curriculum developers, and program planners:

1. That the competencies identified and nationally verified in this study be used as a basis for:

   a. designing competency-based administrator education preservice and inservice programs for local administrators of secondary and post-secondary vocational education

   b. conducting preservice and inservice training needs assessments for local administrators of vocational education

   c. developing additional competency-based modularized curriculum materials to deliver upon at least the 166 competencies verified as important.

2. That the DACUM workshop approach to occupational analysis and task identification be more widely used in the curriculum development process to ensure the development of a more comprehensive and up-to-date listing of task statements.

3. That the effectiveness of the DACUM approach for the identification of both professional and technical competencies merits further study by other investigators.

4. That when verifying lists of task statements, only the most competent (successful) incumbents should be asked to respond to a task inventory instrument.

5. That a similar national task/competency identification and verification study be conducted periodically to update the competencies and administrator education programs needed to effectively prepare local administrators of secondary and post-secondary vocational education programs.

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APPENDIX A

TASK STATEMENT CHECKLIST*

1. Avoid task statements that are too general or too specific.

2. Avoid obviously trivial tasks, e.g., "count students."

3. Avoid task statements that are actually steps of tasks.

4. Use short words instead of long words or expressions.

5. Avoid vague or ambiguous words such as "check," "work with," or "handle."

6. Avoid task statements that are unrateable in terms of time spent on them. Example: "skill and knowledge" items that begin with words such as:

   (a) "Have responsibility for"
   (b) "Know how to"
   (c) "Understand"
   (d) "Have knowledge of"

7. Avoid redundant qualifying phrases such as "in accordance with," "as required," "as necessary," "when appropriate," or "appropriate."

8. When qualifying the task, use "such as" followed by two or three examples. Avoid "and/or" and "etc."

9. Tasks should be independent and distinct.

10. Avoid compound objects if possible.

11. Avoid the use of colons or semicolons. This suggests the statement is probably too long or represents a combination of tasks.

12. Instructions an administrator receives are not a task unless he/she performs a task in the process. If a skill is not involved, it is not a task.

13. Use practitioner/field terminology so that the task will have the same meaning to all administrators.

14. Keep statements brief.

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*Adapted from a document produced by the Vocational-Technical Education Consortium of States (VTECS), Atlanta, GA: Southern Association of Colleges and Schools.

15. There cannot be overlap between tasks within or between duties. A task may appear only once in a task list.

16. Look for parallel tasks across duties, e.g.,

    (a) Equipment that is purchased is probably inventoried.
    (b) Equipment that is inspected is probably repaired.

17. Whenever possible, avoid multiple verbs in a task statement, unless the actions are always performed together.

18. Spell out all abbreviations, at least the first time they are used, followed by the abbreviation in parenthesis.

19. Each statement should stand alone as a sentence (the pronoun "I" is understood; the sentence begins with the verb).

APPENDIX B

DESCRIPTION OF THE DACUM APPROACH TO COMPETENCY/TASK IDENTIFICATION*

DACUM (Developing A Curriculum) was created in the late 1960's by the Experimental Projects Branch, Canada Department of Regional Economic Expansion, and the General Learning Corporation of New York. It has proven to be a very effective approach for quickly deriving, at a relatively low cost, the competencies or tasks that must be performed by persons employed in a given position or occupational area.

DACUM, which utilizes small-group brainstorming techniques, is a process which results in a skill profile for a particular job or occupational area which can serve as a solid basis for curriculum development. As a process, it is a dynamic group analysis of a specific job or occupational area. As used, the DACUM approach involves all of the processes of analysis, charting, rating, selection, and sequencing.

DACUM is primarily concerned with the WHAT of a curriculum, rather than the HOW. It is an element or function of a systematic approach to curriculum development, which can be characterized as a type of occupational analysis. DACUM represents a relatively new and innovative approach to establishing a solid basis for curriculum development.

It is graphic in nature, presenting definitions of an entire occupation on a sheet of paper. This tends to prevent treatment of any element of the occupation in isolation, and conversely tends to promote treatment of each element as part of a larger whole. It is, in fact, a form of an analysis of the occupation rather than a curriculum evolving from an analysis. General areas of competence required in the occupation are defined and each is subdivided into those individual skills (tasks) that collectively enable an individual to perform competently within that general area. These skills are defined quite simply and are structured independently in small blocks on the chart. Each can serve as an independent goal for learning achievement.

A carefully chosen group of about 10-12 experts in the occupational area form the DACUM committee and work for three days to develop the DACUM chart. Committee members are recruited directly from business, industry, or the professions, and do not include vocational educators. A DACUM committee is carefully guided through each of the following steps:

1. General introduction and orientation.

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*Material adapted from William E. Sinnett, The Application of DACUM in Retraining and Post-Secondary Curriculum Development (Toronto, Ontario: Humber College of Applied Arts and Technology, Randa Division, 1974).

2. Review of a description of the specific job or occupational area.

3. Identification of the general areas of competence.

4. Identification of the specific skills for each of the general areas of competence.

5. Review and refinement of the skill statements.

6. Sequencing the skill statements.

7. Establishing levels of competence for each skill in terms of difficulty, frequency, and general importance.

8. Final structuring of the competency profile chart.

Once completed, the DACUM chart serves as a basis for the content structure of the instructional materials that are developed by the vocational teacher with the advice of the occupational advisory committee.

APPENDIX C

ADMINISTRATOR DACUM COMMITTEE SELECTION FACTORS

Four States	USOE Region Representing
New York	II
Pennsylvania	III
Kentucky	IV
Ohio	V

Need Six Nominations from Each State (Three regular nominees and three alternates):

a. 2 - Post-secondary vocational education administrators

b. 2 - Secondary vocational-technical school administrators

c. 2 - Secondary comprehensive school administrators

Qualities and Desired Characteristics

a. One each with and one without vocational teacher experience for each category

b. Persons who are recognized as leaders within the state in vocational education

c. Employment in positions--minimum of one year--maximum of five

d. Sex--at least one female per state

e. Administrative titles acceptable include local director, coordinator, principal, superintendent, and assistant to such

f. Person willing to speak out and yet not dominate others (possess a quality of open-mindedness and willingness to listen to others)

g. Full-time administrators of vocational-technical education; no supervisors or part-time administrators

h. At least one-third at the assistant (or junior) level of leadership

APPENDIX D

ADMINISTRATOR DACUM COMMITTEE PARTICIPANTS

January 20-22, 1976

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ADMINISTRATOR TASK INVENTORY

Why We Need YOUR Help

In cooperation with the USOE Bureau of Occupational and Adult Education, we are conducting a national study to determine the competencies needed by local administrators of vocational education to effectively carry out their duties and responsibilities.

The study requires the careful identification and verification of the many tasks performed by local administrators working at both the secondary and post-secondary levels. Once the tasks have been identified, we will begin to develop competency-based instructional materials designed specifically to help meet the training needs of vocational administrators. The knowledge and experience you have gained by your direct involvement in most, if not all, of these tasks make you uniquely qualified to advise us on both the importance of each task and on the degree of need for training which exists. Your individual responses will be held in strict confidence, as only group responses will be reported.

You have been carefully selected as a qualified respondent, and your input will contribute to the development of effective training materials for local administrators. Should you wish to contribute even further to this curriculum development effort, please provide all of the information requested about your interest and areas of expertise in Part II of this instrument.

Please try to complete this inventory within five working days. A stamped, self-addressed envelope is provided for your convenience in returning the inventory. As a small expression of our appreciation for completing this inventory, we will send you a summary of our findings.

THANKS VERY MUCH FOR YOUR ASSISTANCE.

PART I - TASK STATEMENTS

Instructions: Please read very carefully!

On the pages which follow you will find a list of task statements clustered into nine major categories (A through I) which may relate to the administration of local vocational education programs. We need your personal reaction to two major questions about each task statement:

a. How important is the performance of the task in your job as a local administrator?

b. What degree of training do most local administrators need in order to effectively perform the task?

Answer these questions by completing the following steps:

1. For each task in Category A indicate how important you believe performance of the task is in your job as a local administrator. In the "Importance of Task" column choose and circle the number which most accurately reflects the importance of that task. *If* you do not perform some of the tasks because they are another administrator's responsibility at your school, please circle the number which indicates how important you believe those tasks are to the overall administration of vocational education at your school. *If* a teacher or other non-administrator independently performs some of the tasks listed, mark them as of no importance to your job as a local administrator. Use the scale below to rate the importance of each task:

   5 = Of Great Importance — Performance is critical to program operation.
   4
   3
   2
   1
   0 = Of No Importance — Performance makes no contribution to program operation.

2. Add any statements to Category A that describe other tasks that you have performed, or that you feel need to be performed by local administrators which are not listed.

3. For each of the statements in the category (except those you judged to be of no importance), indicate the degree of training needed. In the "Degree of Training Needed" column, indicate the extent to which the task requires that most administrators who perform the task obtain training to successfully and efficiently perform it. Use the scale below to indicate the degree of training needed.

   5 = Great Need — The task requires a great deal of training for the administrator.
   4
   3
   2
   1
   0 = No Need — The task requires no training.

4. Repeat steps No. 1, No. 2, and No. 3 for each of the remaining categories.

5. Check the inventory to see if you have responded to both questions for each statement (except for those tasks which you judged to be of no importance).

ADMINISTRATOR TASK INVENTORY

NOTE. PLEASE BE SURE YOU HAVE READ THE ABOVE INSTRUCTIONS CAREFULLY BEFORE PROCEEDING.

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)*						Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)*					
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	Great Importance					No Importance	Great Need					No Need
1. Survey student and parent interests.	5	4	3	2	1	0	5	4	3	2	1	0
2. Collect and analyze manpower needs assessment data.	5	4	3	2	1	0	5	4	3	2	1	0
3. Direct occupational task analysis for use in curriculum development.	5	4	3	2	1	0	5	4	3	2	1	0
4. Direct the identification of entry-level requirements for jobs.	5	4	3	2	1	0	5	4	3	2	1	0
5. Involve community representatives in program planning and development.	5	4	3	2	1	0	5	4	3	2	1	0
6. Obtain state and federal services and resources for program development.	5	4	3	2	1	0	5	4	3	2	1	0
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
8. Prepare annual program plans.	5	4	3	2	1	0	5	4	3	2	1	0
9. Prepare and update long-range program plans.	5	4	3	2	1	0	5	4	3	2	1	0
10. Develop overall vocational program goals.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance … No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need … No Need
11. Coordinate district curriculum development efforts.	5 4 3 2 1 0	5 4 3 2 1 0
12. Approve courses of study.	5 4 3 2 1 0	5 4 3 2 1 0
13. Establish school admission and graduation requirements.	5 4 3 2 1 0	5 4 3 2 1 0
14. Recommend program policies to the administration and board.	5 4 3 2 1 0	5 4 3 2 1 0
15. Implement local board and administrative policies.	5 4 3 2 1 0	5 4 3 2 1 0
16. Interpret and apply state and/or federal vocational education legislation.	5 4 3 2 1 0	5 4 3 2 1 0
17. Interpret and apply other relevant state and federal legislation (such as CETA).	5 4 3 2 1 0	5 4 3 2 1 0
18. Develop plans for evaluating instructional program.	5 4 3 2 1 0	5 4 3 2 1 0
19. Direct self-evaluation of the district vocational programs.	5 4 3 2 1 0	5 4 3 2 1 0
20. Involve external evaluation personnel in assessing program effectiveness.	5 4 3 2 1 0	5 4 3 2 1 0
21. Design and select instruments for evaluating the instructional program.	5 4 3 2 1 0	5 4 3 2 1 0
22. Evaluate the effectiveness of the instructional program.	5 4 3 2 1 0	5 4 3 2 1 0
23. Initiate student and employer follow-up studies.	5 4 3 2 1 0	5 4 3 2 1 0
24. Analyze student and employer follow-up studies.	5 4 3 2 1 0	5 4 3 2 1 0

25.	Recommend curriculum revisions based on evaluation data.	5	4	3	2	1	0	5	4	3	2	1	0
26.	Assess student testing and grading procedures.	5	4	3	2	1	0	5	4	3	2	1	0
27.	Analyze the school and community's feelings toward educational change.	5	4	3	2	1	0	5	4	3	2	1	0
28.	Write proposals for the funding of new programs and the improvement of existing programs.	5	4	3	2	1	0	5	4	3	2	1	0
29.	Coordinate local demonstration, pilot, and exemplary programs.	5	4	3	2	1	0	5	4	3	2	1	0
30.	Design and oversee local research studies.	5	4	3	2	1	0	5	4	3	2	1	0
31.	Interpret and use research results for program development and improvement.	5	4	3	2	1	0	5	4	3	2	1	0
32.	Develop supplemental/remedial instructional programs to meet student needs.	5	4	3	2	1	0	5	4	3	2	1	0
33.	_____												
34.	_____												

CATEGORY B: INSTRUCTIONAL MANAGEMENT

1.	Establish instructional program entry and completion requirements.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Establish student rules and policies (such as attendance and discipline).	5	4	3	2	1	0	5	4	3	2	1	0
3.	Enforce student rules and policies.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Design and oversee student progress reporting procedures.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Approve student promotions/reassignments.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare a master schedule of course offerings.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance					No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need					No Need
8. Establish and implement a curriculum design that will achieve the school's instructional goals.	5	4	3	2	1	0	5	4	3	2	1	0
9. Guide staff in integrating and articulating the vocational program with the total educational program.	5	4	3	2	1	0	5	4	3	2	1	0
10. Promote the integration of vocational student organizational activities into the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
11. Provide for cooperative education programs.	5	4	3	2	1	0	5	4	3	2	1	0
12. Provide for supplemental/remedial instructional programs.	5	4	3	2	1	0	5	4	3	2	1	0
13. Provide for special needs programs.	5	4	3	2	1	0	5	4	3	2	1	0
14. Provide for adult/continuing education programs.	5	4	3	2	1	0	5	4	3	2	1	0
15. Arrange for students to attend programs offered by other educational agencies.	5	4	3	2	1	0	5	4	3	2	1	0
16. Guide the articulation of secondary and postsecondary vocational program objectives.	5	4	3	2	1	0	5	4	3	2	1	0
17. Approve selection of instructional equipment.	5	4	3	2	1	0	5	4	3	2	1	0
18. Approve selection of instructional materials.	5	4	3	2	1	0	5	4	3	2	1	0
19. Maintain a learning resources center for students.	5	4	3	2	1	0	5	4	3	2	1	0
20. _____												

21. _____

CATEGORY C: STUDENT SERVICES

1.	Oversee student recruitment activities.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Oversee school admission services.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Arrange for student loan and grant programs.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Arrange for work study programs.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Oversee student guidance and testing services.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Oversee student job placement and follow-up services.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Oversee extracurricular organizations and activities.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Provide for a student record keeping system.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Interpret and apply student rights, laws, and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Interpret and apply Veteran's Administration laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0

11. _____

12. _____

CATEGORY D: PERSONNEL MANAGEMENT

1.	Prepare and recommend personnel policies.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Prepare and maintain a personnel handbook.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Assess program staffing requirements.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Prepare job descriptions.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Establish staff selection and recruitment procedures.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Recruit and interview potential staff.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)*						Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)*					
	Great Importance					No Importance	Great Need					No Need
7. Recommend potential staff to the administration and board.	5	4	3	2	1	0	5	4	3	2	1	0
8. Participate in negotiating staff working agreements.	5	4	3	2	1	0	5	4	3	2	1	0
9. Establish staff grievance procedures.	5	4	3	2	1	0	5	4	3	2	1	0
10. Resolve staff grievances and complaints.	5	4	3	2	1	0	5	4	3	2	1	0
11. Interpret the staff benefits program.	5	4	3	2	1	0	5	4	3	2	1	0
12. Counsel and advise staff on professional matters.	5	4	3	2	1	0	5	4	3	2	1	0
13. Schedule staff work loads.	5	4	3	2	1	0	5	4	3	2	1	0
14. Schedule staff leaves, vacations, and sabbaticals.	5	4	3	2	1	0	5	4	3	2	1	0
15. Oversee the work of teachers and other school personnel.	5	4	3	2	1	0	5	4	3	2	1	0
16. Provide for a staff record-keeping system.	5	4	3	2	1	0	5	4	3	2	1	0
17. Plan and conduct staff meetings.	5	4	3	2	1	0	5	4	3	2	1	0
18. Prepare bulletins and other communications designed to keep staff informed.	5	4	3	2	1	0	5	4	3	2	1	0
19. Observe and evaluate staff performance.	5	4	3	2	1	0	5	4	3	2	1	0
20. Recommend staff promotions and dismissals.	5	4	3	2	1	0	5	4	3	2	1	0

21.	Provide guidance to the staff on legal matters affecting the school program.	5	4	3	2	1	0	5	4	3	2	1	0
22.	Interpret and apply licensing and certification regulations.	5	4	3	2	1	0	5	4	3	2	1	0
23.	Interpret and apply labor laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
24.	Interpret and apply affirmative action laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
25.	_____												
26.	_____												

CATEGORY E: STAFF DEVELOPMENT

1.	Assess staff development needs.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Assist in the preparation of individual staff profiles.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Counsel with staff regarding personnel development needs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Establish and maintain a staff learning resources center.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Conduct workshops and other in-service programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Arrange for workshops and other in-service programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Provide for in-service programs for supportive personnel.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Provide for preservice programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Arrange for staff exchanges with business and industry.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Assist supervising teachers in planning for and working with student teachers.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Evaluate staff development programs.	5	4	3	2	1	0	5	4	3	2	1	0
12.	_____												
13.	_____												

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance ... No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need ... No Need
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT		
1. Maintain ethical standards expected of a professional educator.	5 4 3 2 1 0	5 4 3 2 1 0
2. Develop and maintain professional relationships with other administrators.	5 4 3 2 1 0	5 4 3 2 1 0
3. Develop and maintain professional relationships with state department of education personnel.	5 4 3 2 1 0	5 4 3 2 1 0
4. Develop and maintain relationships with personnel in professional organizations.	5 4 3 2 1 0	5 4 3 2 1 0
5. Participate in professional organizations.	5 4 3 2 1 0	5 4 3 2 1 0
6. Participate in professional meetings for self-improvement.	5 4 3 2 1 0	5 4 3 2 1 0
7. Promote professional image through personal appearance and conduct.	5 4 3 2 1 0	5 4 3 2 1 0
8. Assist with the development of state and/or federal plans for vocational education.	5 4 3 2 1 0	5 4 3 2 1 0
9. Participate in the development of vocational education legislation.	5 4 3 2 1 0	5 4 3 2 1 0
10. Prepare policy and commendation statements.	5 4 3 2 1 0	5 4 3 2 1 0
11. Represent teacher interests and concerns to other administrators and the board.	5 4 3 2 1 0	5 4 3 2 1 0

12.	Develop effective interpersonal skills.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Write articles and materials for journals and other professional media.	5	4	3	2	1	0	5	4	3	2	1	0
14.	Read and use information from professional journals, reports, and related materials for self-improvement.	5	4	3	2	1	0	5	4	3	2	1	0
15.	Apply management by objectives (MBO) techniques to personal work assignments.	5	4	3	2	1	0	5	4	3	2	1	0
16.	Develop cooperative problem-solving and decision-making skills.	5	4	3	2	1	0	5	4	3	2	1	0
17.	Assess personal performance as an administrator.	5	4	3	2	1	0	5	4	3	2	1	0
18.	_____												
19.	_____												

CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS

1.	Develop a plan for promoting good public relations.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Prepare and recommend public relations and communications policies.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Coordinate use of occupational (craft) advisory committees.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Organize and work with a general vocational advisory council.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Develop working relationships with employers and agencies.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare and recommend cooperative agreements with other agencies.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Involve community leaders (political and non-political) in school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Participate in school organizations.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Participate in community organizations.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance					No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need					No Need
10. Promote good relationships between vocational and general education staff.	5	4	3	2	1	0	5	4	3	2	1	0
11. Encourage staff participation in community civic, service, and social organizations.	5	4	3	2	1	0	5	4	3	2	1	0
12. Promote cooperative efforts of parent and teacher groups.	5	4	3	2	1	0	5	4	3	2	1	0
13. Conduct informational programs for the public (such as open house and career awareness programs).	5	4	3	2	1	0	5	4	3	2	1	0
14. Meet and confer with visitors.	5	4	3	2	1	0	5	4	3	2	1	0
15. Conduct informational programs for the public (such as open house of career awareness programs).	5	4	3	2	1	0	5	4	3	2	1	0
16. Make public presentations on school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
17. Conduct public hearings and meetings on school issues.	5	4	3	2	1	0	5	4	3	2	1	0
18. Conduct alumni relations program.	5	4	3	2	1	0	5	4	3	2	1	0
19. Conduct orientation programs for students and staff.	5	4	3	2	1	0	5	4	3	2	1	0
20. Conduct recognition programs for students, staff, and community supporters.	5	4	3	2	1	0	5	4	3	2	1	0
21. Plan for exhibits and displays.	5	4	3	2	1	0	5	4	3	2	1	0

22.	Develop materials to promote the vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
23.	Write news releases for school and area media.	5	4	3	2	1	0	5	4	3	2	1	0
24.	Obtain and analyze informal feedback about the school.	5	4	3	2	1	0	5	4	3	2	1	0
25.	Evaluate the public relations program.	5	4	3	2	1	0	5	4	3	2	1	0
26.	Interpret and apply public "right-to-know" laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
27.	_____												
28.	_____												

CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT

1.	Assess the need for physical facilities.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Conduct land and facility feasibility studies.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Recommend building sites.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Recommend the selection of an architect.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Oversee architectural planning.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Apply building code regulations to school facilities.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Submit facility and equipment specifications.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Analyze building and equipment contract bids.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Oversee the construction of facilities.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Recommend acceptance of new building.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Provide and maintain residential facilities for students.	5	4	3	2	1	0	5	4	3	2	1	0
12.	Procure equipment and furnishings.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Plan space requirements for programs.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance … No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need … No Need
14. Assign space according to priority needs.	5 4 3 2 1 0	5 4 3 2 1 0
15. Develop and implement an equipment and supply inventory system.	5 4 3 2 1 0	5 4 3 2 1 0
16. Establish preventative maintenance program for equipment and facilities.	5 4 3 2 1 0	5 4 3 2 1 0
17. Establish vehicle maintenance program.	5 4 3 2 1 0	5 4 3 2 1 0
18. Oversee the daily maintenance and upkeep of facilities.	5 4 3 2 1 0	5 4 3 2 1 0
19. Oversee the daily maintenance and upkeep of grounds.	5 4 3 2 1 0	5 4 3 2 1 0
20. Interpret and apply transportation laws and regulations.	5 4 3 2 1 0	5 4 3 2 1 0
21. Arrange for student transportation services.	5 4 3 2 1 0	5 4 3 2 1 0
22. Oversee school cafeteria services.	5 4 3 2 1 0	5 4 3 2 1 0
23. Arrange for vending services.	5 4 3 2 1 0	5 4 3 2 1 0
24. Interpret and apply health and safety laws and regulations.	5 4 3 2 1 0	5 4 3 2 1 0
25. Develop and implement safety programs.	5 4 3 2 1 0	5 4 3 2 1 0
26. Establish emergency plans (such as fire and disaster).	5 4 3 2 1 0	5 4 3 2 1 0
27. Establish and oversee a security program.	5 4 3 2 1 0	5 4 3 2 1 0

28.	Schedule and oversee community's use of facilities.	5	4	3	2	1	0	5	4	3	2	1	0
29.	Develop long-range facility and equipment plans.	5	4	3	2	1	0	5	4	3	2	1	0
30.	Prepare and submit renovation and alteration plans.	5	4	3	2	1	0	5	4	3	2	1	0
31.	_____												
32.	_____												

CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT

1.	Prepare and recommend financial policies.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Establish purchasing and payment procedures.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Establish receiving and shipping procedures.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Prepare and regulate operational budgets.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Prepare and regulate program budgets.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare and regulate capital improvement budgets.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Prepare long-range budgets based on total program requirements.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Adopt an appropriate financial accounting system.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Analyze the cost of operating various instructional programs.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Locate sources of funds for program development and operation.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Present levies and bond issues to voters.	5	4	3	2	1	0	5	4	3	2	1	0
12.	Approve all major expenditures.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Approve requisitions and work orders.	5	4	3	2	1	0	5	4	3	2	1	0
14.	Arrange for the investment of surplus funds.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task How important is the performance of this task in your job as a local administrator? *(Circle one response)* Great Importance … No Importance	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? *(Circle one response)* Great Need … No Need
15. Provide for the collection of student fees.	5 4 3 2 1 0	5 4 3 2 1 0
16. Establish and maintain a petty cash fund.	5 4 3 2 1 0	5 4 3 2 1 0
17. Establish procedures for charging for student work.	5 4 3 2 1 0	5 4 3 2 1 0
18. Determine insurance coverage needs.	5 4 3 2 1 0	5 4 3 2 1 0
19. Select and maintain an insurance program.	5 4 3 2 1 0	5 4 3 2 1 0
20. Interpret and apply insurance laws and regulations.	5 4 3 2 1 0	5 4 3 2 1 0
21. Respond to business correspondence.	5 4 3 2 1 0	5 4 3 2 1 0
22. Prepare local, state, and federal reports.	5 4 3 2 1 0	5 4 3 2 1 0
23. _____		
24. _____		

PART II. GENERAL INFORMATION

Instructions: Read each item carefully and write, or check where appropriate, your responses in the blanks provided.

1. Indicate your present job title:_____

2. Indicate which of the following best describes your school:

   ( ) secondary vocational
   ( ) secondary comprehensive (vocational and academic)
   ( ) postsecondary vocational
   ( ) postsecondary comprehensive (vocational and academic)

3. Indicate the number of vocational programs under your administration:_____ programs.

4. Indicate the number of vocational teachers and students under your administration:_____ teachers, _____ students.

5. Please indicate whether you are employed by a school district serving:

   _____ a. A rural or urban community of less than 100,000 population.
   _____ b. An urban community of 100,000 population or more.

6. What percentage of your time is devoted to the administration of vocational-technical education?_____%

7. Indicate the total number of years experience that you have had as an administrator of vocational-technical education programs:_____ years.

8. In the space below, please indicate the:

   a. number of years you have spent teaching vocational subjects:_____ years
   b. number of years you have spent teaching non-vocational subjects:_____ years

9. In the space provided, please indicate:

   a. whether you would be interested in serving as a consultant to develop instructional packages for administrators?
      _____ Yes _____ No If yes, please indicate your particular area(s) of strength and expertise:
      (1)_____ (2)_____

   b. whether you have previously developed competency-based instructional materials?
      _____ Yes _____ No If yes, what type and how many?_____
      _____

Optional

10. Comments: (Types of materials you think should be developed, how you would like to help, etc.)

THANK YOU VERY MUCH FOR COMPLETING THIS INVENTORY. PLEASE PLACE IT IN THE ENVELOPE THAT HAS BEEN PROVIDED AND MAIL TO:

Robert E. Norton
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

APPENDIX F

NOMINATION CRITERIA AND FORM

A. Suggested Criteria for Administrator Nominees

a. Nominees are full-time local administrators of at least three or more vocational education programs.
b. Nominees are well respected by peers and supervisors as outstanding and competent administrators of vocational education.
c. One-third of nominees are working at the assistant or associate level of administration.
d. Nominees have been vocational administrators for at least one year but not more than six.
e. If possible, at least one female and one black or other minority member is represented.
f. Both rural and large urban districts should be represented.

B. Categories and Number of Nominees Needed for Each

Three categories of nominees are desired. The categories and numbers desired for each are as follows:

Category 1 - Secondary Vocational Program Administrators - 4 persons. This category should include administrators at the secondary level who are responsible for vocational programs only.

Category 2 - Secondary Comprehensive Program Administrators - 4 persons. This category should include administrators (principals, coordinators, etc.) who are responsible for both vocational and academic programs at the secondary level.

Category 3 - Post-Secondary Program Administrators - 5 persons. This category should include any post-secondary level administrator who meets the criteria listed in Section A above. If possible, two should be from a vocational or technical school and two from a community college having vocational programs.

Please use the following three pages to provide for each nominee the following information: Name, title, school, city/town, zip code, and phone number.

Please send your nominations to:

Dr. Robert E. Norton, Project Director
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

CATEGORY I

Secondary Vocational Program Administrators

1. Name _____

   Title _____

   School _____

   City/Town _____

   Zip Code _____

   Phone Number _____

2. Name _____

   Title _____

   School _____

   City/Town _____

   Zip Code _____

   Phone Number _____

3. Name _____

   Title _____

   School _____

   City/Town _____

   Zip Code _____

   Phone Number _____

4. Name _____

   Title _____

   School _____

   City/Town _____

   Zip Code _____

   Phone Number _____

APPENDIX G

LETTERS TO ADMINISTRATORS

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

May 7, 1976

At our request, your state director of vocational education has nominated you as an administrator who is well-qualified to assist us with an important research task. By nominating you, in accordance with our selection criteria, he has identified you as one of the most capable local administrators of vocational education in your state. We hope you will find time in your busy schedule to give us the type of information that only a person in your position can provide.

We are committed to develop individualized competency-based instructional packages that will help present and future administrators achieve greater competence through effective training. Before we can develop such materials, we must have the help of expert practitioners in identifying the competencies which really make a difference, and for which training is most important.

Won't you please take the time now or in the next five working days to complete the enclosed "Administrator Task Inventory"? Your responses to the inventory will contribute significantly to our research efforts, and more importantly, help establish a better basis upon which future training materials and programs for local administrators can be developed. We have enclosed an Ohio State University pen for your convenience in responding to the inventory.

Your professional assistance in this important endeavor will be very much appreciated and if I can ever be of assistance to you, I hope you will feel free to contact me.

Sincerely,

Robert E. Norton
Project Director

REN/dlp

Enclosure

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS

of Vocational, Technical and Practical Arts Education

a division of American Vocational Association

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Voc., Tech. & Tech. Education
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Media, Pennsylvania 19063

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Eugene, Oregon 97405

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Davenport, Iowa 52806

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Broward Community College
Fort Lauderdale, Florida 33317

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Dis. of Voc. Tech. & Adult Education
1450 Northeast Second Avenue
Miami, Florida 33132

BOARD OF DIRECTORS

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Missoula Technical Center
909 South Avenue
Missoula, Montana 59801

Region 9
1975-1977
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Clover Park Vocational-Technical Institute
4500 Steilacoom Blvd. Southwest
Lakewood Center, Washington 98499

Publications Chairman
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224 Zenith Drive
Council Bluffs, Iowa 51501

Legislative Consultant
FRED V. MINER, Asst. Superintendent
Clover Park Vocational-Technical Institute
4500 Steilacoom Boulevard Southwest
Lakewood Center, Washington 98499

Archives & Records
ALVIE M. SARCHETT
Room 102 Industrial Education Bldg.
Iowa State University
Ames, Iowa 50010

Historian
JACQUELINE R. KILLAM, Dept. Chairperson
Beverly Hills Unified Schools
605 Whittier Drive
Beverly Hills, California 90210

Liaison with State Associations
DAVID O. TAXIS, Admin.
Career Ed., Asst. Director
of Curriculum & Instructional Services
9300 E. Imperial Highway
Downey, California 90242

WORKING COMMITTEES - 1978

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John Standridge, James Clark

Nominating
John Standridge, Chairman
Bill Konzek, Tom Schnellenig

Dear Vocational Director:

You are one of 100 administrators in the nation who have been chosen to verify the enclosed list of administrator tasks. This "Administrator Task Inventory" was developed by the Center for Vocational Education as an initial step in a USOE sponsored project. I am familiar with the purpose of this project and feel that it merits your time and attention.

Your reactions to each of the task statements on this inventory will be used to determine those tasks which are important to local vocational administrators and those which are not. Once all the reactions have been compiled and verified, the Center Staff will begin to develop competency-based modularized materials which will deliver upon the areas identified.

This is an opportunity for you to make input to a research and development project that should result in instructional materials that will be of use to many present and future administrators. I urge you to complete the enclosed questionnaire and return it to The Center as soon as you can.

Sincerely yours,

Dave Berryman

David W. Berryman
President, NCLA

DWB:rb

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

May 25, 1976

Upon the recommendation of your state director of vocational education, we recently asked if you would be willing to assist us with a USOE funded administrator research project. Recently we sent you an "Administrator Task Inventory" and asked for your cooperation in reviewing and responding to the task statements contained in it.

If you have not yet completed the Inventory, we hope that within the next few days you will take some time to complete and mail it. If you have misplaced the Inventory and need another copy, please write or call me at (614-486-3655). We will be happy to send another copy. Your expert help is needed to assist us in identifying and verifying the competencies which are most important and for which training is needed.

If you have already mailed the completed Inventory to us, please accept this letter as a note of thanks. Your responses will contribute significantly to our research efforts and are very much appreciated.

Sincerely,

Robert E. Norton
Project Director

REN:lv

LETTER SENT TO 60 ADMINISTRATORS WHO FAILED TO RESPOND TO FIRST MAILING

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

June 14, 1976

We recently mailed you an "Administrator Task Inventory" and asked for your assistance in verifying the administrator task statements contained in it. You were one of a select group of local administrators recommended by state directors for vocational education to assist us in this USOE-funded research project.

We have received many responses to the inventory, (over 80%) and they promise to be a tremendous aid to our research efforts. However, we feel that a 100 percent response is needed to positively verify these task statements and we are hoping for everyone's help.

Now that school is out, we hope you can find some time today to complete this Inventory. We feel that your input is very important to our findings. Your responses will help us to develop individualized competency-based instructional materials that should be a help to you and to other administrators.

We are enclosing another questionnaire in case the first one we sent has been mislaid. We hope that you will help us by finding some time to complete it today.

Thank you for your assistance.

Sincerely,

Robert E. Norton
Project Director

REN/dlp

Enclosures

APPENDIX H

ADVISORY COMMITTEE MEMBERS
for
DEVELOPMENT OF COMPETENCY-BASED INSTRUCTIONAL MATERIALS
FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

1. Dr. Walter G. Hack
   Professor, Educational Administration
   College of Education
   The Ohio State University
   Columbus, Ohio 43210 (614) 422-2574

2. Mrs. Rosemary Kolde
   Director
   Diamond Oaks CDC
   6375 Harrison Avenue
   Cincinnati, Ohio 45239 (513) 574-1300

3. Mr. Paul Lentz
   Director
   Occupational Education
   P.O. Box 388
   Concord, North Carolina 28025 (704) 786-6191

4. Mrs. Peggy Patrick
   Program Analyst
   Division of Vocational-Technical Education
   State Department of Education
   Little Rock, Arkansas 72201 (501) 371-1855

5. Dr. Merle Strong
   Professor and Director
   Center for Studies in Vocational and
   Technical Education
   University of Wisconsin
   Madison, Wisconsin 53705 (608) 263-2714

ADMINISTRATOR ADVISORY COMMITTEE AGENDA

8:30 a.m. Introductions and Welcome
Overview of project

9:00 a.m. Development of Administrator Task/Competency List
- Previous studies
- DACUM workshop
- Administrator task inventory

10:00 a.m. Break

10:15 a.m. Review of Research Findings
- Importance of tasks
- Need for training

Identification of unique elements

11:45 a.m. Lunch

1:15 p.m. Review of Research (cont.)
- Clustering of competencies/tasks

3:00 p.m. Break

3:15 p.m. Review of Priorities for Development
- Inputs used on first three modules
- Recommendations on second three modules

4:00 p.m. Review of First Module
Review of User's Guide

4:45 p.m. Adjourn

2nd Day

8:30 a.m. Comments and Discussion Re: Module and Guide
- Format suggestions
- Suggestions for learning experiences
- Nature of final experience
- Audiovisual materials

9:30 a.m. Alternative Modes of Delivery
- Intern
- Extern, other?
- Who as resource persons?

10:15 a.m. Break

10:30 a.m. Review of Field Test Plans
- Instrumentation
- Sites

11:00 a.m. Future
- Revision
- Additional modules-funding

11:45 a.m. Adjourn

APPENDIX I

LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

COMPETENCY TASK STATEMENTS

Results of a National Survey to Identify and Verify the Importance of, and the Need for, Training for 191 Vocational Administrator Tasks

Summary of Responses to 191 Administrative Tasks in Terms of Perceived Importance and Training Needed for Task Competence

Professional Development in Vocational Education Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

SUMMARY OF RESPONSES TO 191 ADMINISTRATIVE TASKS IN TERMS OF PERCEIVED IMPORTANCE AND TRAINING NEEDED FOR TASK COMPETENCE

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION																	
1. Survey student and parents involved.	120	4.1	39.2	30.0	24.2	2.5	2.5	1.7	80	117	3.3	9.4	32.5	39.3	13.7	5.1	
2. Collect and analyze manpower needs assessment data.	120	4.5	49.2	31.7	17.5	0.8		0.8	39	119	3.8	23.5	37.0	32.8	5.0	1.7	
3. Direct occupational task analysis for use in curriculum development.	119	4.3	42.0	36.1	16.8	2.5	2.5		60	119	4.1	37.0	36.1	23.5	2.5	0.8	
4. Direct the identification of entry-level requirements for jobs.	119	4.0	28.6	44.5	15.1	7.6	0.8	3.4	92	116	3.6	20.7	31.0	31.0	12.1	3.4	1.7
5. Involve community representatives in program planning and development.	119	4.8	68.9	20.2	10.1	0.8			1	119	3.7	27.7	26.9	35.3	7.6	1.7	0.8
6. Obtain state and federal services and resources for program development.	120	4.3	43.3	31.7	19.2	5.0	0.8		60	119	3.8	24.4	34.5	29.4	10.1	1.7	
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	120	4.7	63.3	23.3	11.7	1.7			7	118	3.8	25.4	33.9	27.1	12.7	0.8	
8. Prepare annual program plans.	120	4.6	54.2	29.2	11.7	4.2		0.8	25	119	4.1	34.5	40.3	21.8	2.5	0.8	
9. Prepare and update long-range program plans.	120	4.6	57.5	28.3	10.0	4.2			25	119	4.2	39.5	40.3	16.0	4.2		
10. Develop overall vocational program goals.	120	4.7	65.8	25.8	7.5	0.8			7	120	4.4	47.5	30.0	20.0	2.5		
11. Coordinate district curriculum development efforts.	118	4.2	42.4	24.6	20.3	5.9	4.2	2.5	72	118	4.0	36.4	25.4	23.7	9.3	2.5	2.5
12. Approve courses of study.	120	4.1	35.8	36.7	20.8	6.7			80	118	3.7	24.6	32.2	32.2	7.6	3.4	

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
13. Establish school admission and graduation requirements.	118	3.5	28.8	22.0	31.4	5.9	4.2	7.6	142	113	3.3	17.7	23.0	38.9	13.3	5.3	1.8
14. Recommend program policies to the administration and board.	119	4.6	59.7	27.7	10.9	0.8		0.8	25	118	3.8	27.1	33.1	33.1	4.2	2.5	
15. Implement local board and administrative policies.	118	4.7	61.0	23.7	11.9	2.5		0.8	7	117	3.8	28.2	32.5	26.5	7.7	4.3	0.9
16. Interpret and apply state and/or federal vocational education legislation.	120	4.5	49.2	32.5	12.5	5.8			39	119	4.2	38.7	32.8	17.6	10.1	0.8	
17. Interpret and apply other relevant state and federal legislation (such as CETA).	120	3.9	27.5	39.2	24.2	6.7	2.5		116	119	3.7	24.4	31.9	28.6	11.8	3.4	
18. Develop plans for evaluating instructional program.	120	4.7	64.2	26.7	6.7	1.7	0.8		7	117	4.6	57.3	26.5	15.4	0.9		
19. Direct self-evaluation of the district vocational programs.	119	4.6	58.8	22.7	10.1	1.7	2.5	4.2	25	117	4.3	43.6	35.0	16.2	3.4		1.7
20. Involve external evaluation personnel in assessing program effectiveness.	119	4.0	32.8	35.3	20.2	9.2	0.8	1.7	92	117	3.5	24.8	26.5	27.4	14.5	3.4	3.4
21. Design and select instruments for evaluating the instructional program.	119	4.2	42.9	28.6	21.8	1.7	3.4	1.7	72	115	4.3	42.6	34.8	19.1	2.6	0.9	
22. Evaluate the effectiveness of the instructional program.	119	4.8	69.7	23.5	5.0	0.8	0.8		1	118	4.5	52.5	33.1	12.7	1.7		
23. Initiate student and employer follow-up studies.	118	4.4	48.3	28.8	16.1		5.1	1.7	50	116	3.7	28.4	26.7	31.9	7.8	3.4	1.7
24. Analyze student and employer follow-up studies.	119	4.4	47.1	32.8	12.6	3.4	3.4	0.8	50	117	3.8	27.4	30.8	30.8	6.8	3.4	0.9
25. Recommend curriculum revisions based on evaluation data.	115	4.7	60.0	30.4	7.0	1.7		0.9	7	113	4.3	44.2	31.9	18.6	5.3		
26. Assess student testing and grading procedures.	120	3.4	21.7	25.8	28.3	11.7	4.2	8.3	148	112	3.8	24.1	35.7	29.5	6.3	3.6	0.9

Task Number and Statement	# of Respondents.	How important is the performance of this task in your job as a local administrator? (% Responding)							Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
27. Analyze the school and community's feelings toward educational change.	120	4.1	35.0	36.7	19.2	5.0	1.7	2.5	80	116	3.7	29.3	26.7	27.6	12.9	2.6	0.9
28. Write proposals for the funding of new programs and the improvement of existing programs.	119	4.6	55.5	26.1	12.6	2.5	1.7	1.7	25	118	4.5	51.7	35.6	11.0	1.7		
29. Coordinate local demonstation, pilot, and exemplary programs.	120	4.0	32.5	37.5	20.8	6.7	0.8	1.7	92	118	4.0	28.0	38.1	25.4	5.1	2.5	0.8
30. Design and oversee local research studies.	115	3.1	15.7	22.6	27.0	17.4	8.7	8.7	159	112	3.8	25.0	33.9	25.9	7.1	3.6	4.5
31. Interpret and use research results for program development and improvement.	120	4.0	30.8	37.5	20.8	6.7	2.5	1.7	9[illegible]	119	4.0	27.1	37.8	25.2	6.7	2.5	
32. Develop supplemental/remedial instructional programs to meet student needs.	120	4.1	39.2	30.0	13.3	8.3	3.3	5.8	80	116	4.1	37.1	33.6	19.8	3.4	4.3	1.7
CATEGORY B: INSTRUCTIONAL MANAGEMENT																	
1. Establish instructional program entry and completion requirements.	118	3.9	35.6	23.7	26.3	7.6	3.4	3.4	116	116	3.7	24.1	32.8	29.3	8.6	5.2	
2. Establish student rules and policies (such as attendance and discipline).	119	3.6	27.7	25.2	20.2	10.1	8.4	8.4	13[illegible]	114	3.0	14.0	21.9	29.8	21.1	8.8	4.4
3. Enforce student rules and policies.	119	3.1	26.9	14.3	22.7	12.6	9.2	14.3	159	113	2.9	11.5	20.4	29.2	16.8	8.8	13.3
4. Design and oversee student progress reporting procedures.	119	3.3	21.8	22.7	25.2	12.6	5.9	11.8	152	112	3.1	12.5	22.3	37.5	16.1	6.3	5.4
5. Approve student promotions/reassignments.	117	2.7	15.4	15.4	23.9	9.4	12.8	23.1	175	110	2.7	8.2	16.4	30.9	21.8	11.8	10.9
6. Prepare a master schedule of course offerings.	120	4.0	40.8	17.5	15.8	6.7	10.0	9.2	92	117	3.5	22.2	28.2	28.2	9.4	6.8	5.1
7. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	120	4.5	50.8	29.2	15.8	1.7		2.5	39	118	4.5	49.2	32.2	14.4	3.4	0.8	

Task number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
8. Establish and implement a curriculum design that will achieve the school's instructional goals.	119	4.7	61.3	26.1	10.1			2.5	7	114	4.6	57.0	29.8	9.6	3.5		
9. Guide staff in integrating and articulating the vocational program with the total educational program.	119	4.6	58.0	26.1	10.9	3.4	0.8	0.8	25	117	4.5	50.4	22.2	18.8	5.1	3.4	
10. Promote the integration of vocational student organizational activities into the instructional program.	118	4.0	30.5	33.1	18.6	5.9	8.5	3.4	92	115	3.3	17.4	24.3	35.7	10.4	10.4	1.7
11. Provide for cooperative education programs.	119	4.3	44.5	28.6	16.8	1.7	2.5	5.9	60	115	3.7	22.6	34.8	32.2	4.3	4.3	1.7
12. Provide for supplemental/ remedial instructional programs.	118	4.0	33.1	34.7	22.0	5.9	0.8	3.4	92	115	3.8	25.2	37.4	26.1	6.1	3.5	1.7
13. Provide for special needs programs.	118	4.2	42.4	28.0	19.5	7.6	0.8	1.7	72	116	3.9	27.6	35.3	27.6	6.9	1.7	0.9
14. Provide for adult/continuing education programs.	117	4.2	44.4	27.4	17.9	3.4	0.9	6.0	72	114	3.6	24.6	29.8	33.3	9.6	0.9	I.8
15. Arrange for students to attend programs offered by other educational agencies.	117	2.9	12.8	20.5	27.4	16.2	9.4	13.7	167	110	2.7	10.0	10.0	39.1	18.2	15.5	7.3
16. Guide the articulation of secondary and postsecondary vocational program objectives.	118	4.1	36.4	34.7	22.0	1.7	1.7	3.4	80	115	3.8	26.1	35.7	24.3	10.4	3.5	
17. Approve selection of instructional equipment.	119	4.0	34.5	32.8	21.8	6.7	2.5	1.7	92	116	3.5	16.4	32.8	29.3	14.7	5.2	1.7
18. Approve selection of instructional materials.	119	3.9	31.1	30.3	23.5	7.6	5.9	1.7	116	116	3.5	16.4	32.8	31.9	10.3	6.9	1.7
19. Maintain a learning resources center for students.	118	3.5	27.1	23.7	28.0	7.6	7.6	5.9	142	115	3.3	16.5	27.8	33.9	12.2	7.0	2.6

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding)							Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY C: STUDENT SERVICES																	
1. Oversee student recruitment activities.	118	3.7	32.2	22.0	19.5	6.8	6.8	12.7	131	115	3.1	13.9	20.0	41.7	14.8	4.3	5.2
2. Oversee school admission services.	118	3.3	25.4	20.3	19.5	10.2	9.3	15.3	152	112	3.0	8.0	21.4	39.3	18.8	7.1	5.4
3. Arrange for student loan and grant programs.	114	2.0	9.6	12.3	18.4	17.5	8.8	33.3	187	104	2.7	6.7	15.4	34.6	15.4	12.5	15.4
4. Arrange for work study programs.	118	3.2	17.8	24.6	25.4	6.8	7.6	17.8	156	113	3.1	9.7	24.8	34.5	19.5	6.2	5.3
5. Oversee student guidance and testing services.	116	3.6	30.2	22.4	16.4	5.2	8.6	17.2	137	112	3.6	25.9	27.7	22.3	11.6	8.0	4.5
6. Oversee student job placement and follow-up services.	119	4.1	37.8	34.5	15.1	2.5	4.2	5.9	80	115	3.5	18.3	30.4	34.8	11.3	3.5	1.7
7. Oversee extracurricular organizations and activities.	118	2.7	12.7	14.4	30.5	15.3	11.9	15.3	175	111	2.7	9.0	12.6	37.8	22.5	10.8	7.2
8. Provide for a student record keeping system.	117	3.7	35.0	17.9	15.4	12.0	6.8	12.8	131	113	3.1	15.9	17.7	38.1	13.3	10.6	4.4
9. Interpret and apply student rights, laws, and regulations.	117	3.8	34.2	22.2	23.1	8.5	3.4	8.5	124	115	3.9	27.0	35.7	18.3	7.0	7.8	4.3
10. Interpret and apply Veteran's Administration laws and regulations.	115	2.8	18.3	17.4	20.9	13.0	10.4	20.0	170	111	2.9	15.3	17.1	26.1	20.7	9.0	11.7
CATEGORY D: PERSONNEL MANAGEMENT																	
1. Prepare and recommend personnel policies.	119	4.4	47.9	26.9	14.3	5.9		5.0	50	115	4.0	34.8	30.4	26.1	7.0	0.9	0.9
2. Prepare and maintain a personnel handbook.	119	3.7	32.8	21.8	24.4	7.6	2.5	10.9	131	113	3.4	16.8	30.1	36.3	9.7	2.7	4.4
3. Assess program staffing requirements.	119	4.6	58.0	29.4	9.2	1.7		1.7	25	117	3.9	24.8	41.9	24.8	5.1	1.7	1.7
4. Prepare job descriptions.	119	4.3	45.4	29.4	12.6	6.7	2.5	3.4	60	117	3.8	27.4	35.0	24.8	9.4	2.6	0.9
5. Establish staff selection and recruitment procedures.	118	4.5	50.8	24.6	11.9	5.8	0.8	5.1	39	114	3.9	25.4	38.6	23.7	8.8	2.6	0.9

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
6. Recruit and interview potential staff.	118	4.6	69.5	16.1	7.6	1.7	1.7	3.4	1	115	4.1	37.4	32.2	21.7	6.1	0.9	1.7
7. Recommend potential staff to the administration and board.	116	4.7	64.7	25.9	5.2	0.9	0.9	2.6	7	116	3.6	24.1	30.2	25.9	9.5	6.0	4.3
8. Participate in negotiating staff working agreements.	111	3.8	34.2	22.5	12.6	9.9	4.5	16.2	124	108	4.0	35.2	25.9	22.2	6.5	0.9	9.3
9. Establish staff grievances and complaints.	112	3.6	29.5	24.1	19.6	8.9	2.7	15.2	137	107	3.8	30.8	28.0	25.2	7.5	1.9	6.5
10. Resolve staff grievances and complaints.	113	4.4	47.8	26.5	11.5	6.2	0.9	7.1	50	112	4.1	38.4	27.7	25.0	3.6	0.9	4.5
11. Interpret the staff benefits program.	114	3.3	21.9	23.7	21.1	15.8	7.0	10.5	152	111	2.9	11.7	20.7	28.8	23.4	8.1	7.2
12. Counsel and advise staff on professional matters.	115	4.1	38.3	32.2	20.0	7.0	1.7	0.9	80	116	3.7	21.6	33.6	29.3	11.2	3.4	0.9
13. Schedule staff work loads.	116	4.3	46.6	22.4	24.1	2.6	0.9	3.4	60	114	3.4	17.5	28.9	34.2	11.4	6.1	1.8
14. Schedule staff leaves, vacations, and sabbaticals.	112	3.0	19.6	14.3	33.9	13.4	9.8	8.9	162	110	2.4	7.3	9.1	31.8	28.2	11.8	11.8
15. Oversee the work of teachers and other school personnel.	115	4.4	47.0	27.8	15.7	3.5	1.7	4.3	50	114	3.7	25.4	32.5	25.4	7.9	5.3	3.5
16. Provide for a staff record-keeping system.	113	3.7	26.5	30.1	20.4	11.5	6.2	5.3	131	113	3.2	9.7	28.3	34.5	17.7	8.0	1.8
17. Plan and conduct staff meetings.	116	4.6	54.3	33.6	10.3	0.9		0.9	25	116	3.8	25.0	37.9	28.4	6.0	0.9	1.7
18. Prepare bulletins and other communications designed to keep staff informed.	115	4.1	37.4	34.8	16.5	7.0	2.6	1.7	80	116	3.3	14.7	27.6	36.2	13.8	6.0	1.7
19. Observe and evaluate staff performance.	116	4.8	69.0	23.3	4.3	0.9	1.7	0.9	1	116	4.5	50.9	32.8	11.2	5.2		
20. Recommend staff promotions and dismissals.	114	4.7	61.4	26.3	7.0	3.5	0.9	0.9	7	116	4.1	39.7	27.6	19.8	9.5	3.4	
21. Provide guidance to the staff on legal matters affecting the school program.	118	3.8	27.1	33.9	18.6	7.6	6.8	5.9	124	116	4.0	32.8	31.1	16.4	5.2	5.2	3.4
22. Interpret and apply licensing and certification regulations.	117	3.8	32.5	26.5	17.1	11.1	5.1	7.7	124	114	3.6	25.4	26.3	26.3	8.8	7.0	6.1

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Impt.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
23. Interpret and apply labor laws and regulations.	117	3.7	29.1	26.5	22.2	6.8	6.8	8.5	131	114	3.7	26.3	28.9	23.	12.3	5.3	3.5
24. Interpret and apply affirmative action laws and regulations.	117	4.0	31.6	31.6	19.7	5.1	3.4	8.5	92	113	3.8	31.0	28.3	28.3	6.2	2.7	3.5
CATEGORY E: STAFF DEVELOPMENT																	
1. Assess staff development needs.	119	4.5	49.6	37.0	10.9	0.8	0.8	0.8	39	117	4.1	34.2	35.9	23.9	3.4	0.9	1.7
2. Assist in the preparation of individual staff profiles.	117	3.6	23.1	29.1	27.4	10.3	6.8	3.4	137	115	3.4	16.5	30.4	32.2	12.2	7.0	1.7
3. Counsel with staff regarding personnel development needs and activities.	119	4.0	31.1	39.5	21.0	6.7	0.8	0.8	92	118	3.6	21.2	33.9	30.5	10.2	2.5	1.7
4. Establish and maintain a staff learning resources center.	116	3.2	15.5	28.4	19.8	13.8	11.2	11.2	156	113	3.1	14.2	24.8	31.0	17.7	10.6	1.9
5. Conduct workshops and other inservice programs for professional personnel.	117	4.3	44.4	29.1	16.2	6.0	1.7	2.6	60	117	4.0	35.9	30.8	26.5	5.1	1.7	
6. Arrange for workshops and other inservice programs for professional personnel.	118	4.3	44.9	30.5	17.8	6.8			60	118	3.5	22.9	28.0	26.3	17.8	4.2	0.8
7. Provide for inservice programs for supportive personnel.	117	3.5	23.1	27.4	25.6	15.4	5.1	3.4	142	115	3.1	15.7	21.7	31.3	24.3	3.5	3.5
8. Provide for preservice programs for professional personnel.	116	4.0	37.1	25.0	15.5	7.8	6.9	7.8	92	114	3.4	19.3	27.2	33.3	11.4	4.4	4.4
9. Arrange for staff exchanges with business and industry.	119	3.5	24.4	26.9	16.8	15.1	5.0	11.8	142	116	3.1	17.2	21.6	31.9	16.4	9.5	3.4
10. Assist supervising teachers in planning for and working with student teachers.	116	2.8	16.4	19.0	19.8	10.3	8.6	25.9	170	109	3.1	14.7	24.8	24.8	10.1	12.8	12.8
11. Evaluate staff development programs.	118	4.2	43.2	27.1	20.3	5.9	0.8	2.5	72	116	3.4	30.2	32.8	28.4	4.3	3.4	0.9

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT																	
1. Maintain ethical standards expected of a professional educator.	119	4.8	68.9	21.0	6.7	2.5	0.8		1	116	3.4	19.8	27.6	32.8	13.8	3.4	2.6
2. Develop and maintain professional relationships with other administrators.	119	4.8	67	22.7	10.1				1	118	3.3	19.5	23.7	38.1	12.7	3.4	2.5
3. Develop and maintain professional relationships with state department of education personnel.	119	4.7	66.4	21.8	10.9	0.8			7	118	3.2	21.2	17.8	34.7	17.8	5.9	2.5
4. Develop and maintain relationships with personnel in professional organizations.	119	4.4	45.4	31.9	21.8	0.8			50	117	3.0	13.7	17.9	37.6	16.2	11.1	3.4
5. Participate in professional organizations.	118	4.4	48.3	30.5	18.6	1.7	0.8		50	115	2.7	11.3	12.2	34.8	21.7	13.0	7.0
6. Participate in professional meetings for self-improvement.	119	4.6	57.1	31.9	10.1	0.8			25	117	2.8	13.7	18.8	25.6	20.5	13.7	7.7
7. Promote professional image through personal appearance and conduct.	119	4.7	63.9	21.0	13.4	1.7			7	116	3.1	15.5	26.7	21.6	16.4	12.1	7.8
8. Assist with the development of state and/or federal plans for vocational education.	119	4.3	44.5	31.1	13.4	5.9	1.7	3.4	60	116	3.7	25.0	32.8	27.6	7.8	2.6	4.3
9. Participate in the development of vocational education legislation.	119	4.1	40.3	23.5	18.5	9.4	4.2	5.0	80	116	4.0	29.3	37.9	15.5	12.9	2.6	1.7
10. Prepare policy and commendation statements.	118	4.2	41.5	28.0	18.6	6.8	1.7	3.4	72	116	3.7	25.9	31.0	26.7	11.2	2.6	2.6
11. Represent teacher interests and concerns to other administrators and the board.	117	4.5	49.6	25.6	13.7	8.5		2.6	39	115	3.5	21.7	28.7	33.0	12.2	3.5	0.9
12. Develop effective interpersonal skills.	117	4.7	59.8	21.4	16.2	1.7		0.9	7	116	4.2	41.4	28.4	21.6	5.2	1.7	1.7
13. Write articles and materials for journals and other professional media.	118	2.8	7.6	18.6	35.6	19.5	14.4	4.2	110	117	3.7	22.2	35.0	22.2	12.0	6.0	2.6

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
14. Read and use information from professional journals, reports, and related materials for self-improvement.	118	4.1	31.4	43.2	16.1	8.5	0.8		80	117	3.0	12.0	24.8	25.6	20.5	8.5	8.5
15. Apply management by objectives (MBO) techniques to personal work assignments.	117	4.0	29.1	39.3	23.1	4.3	3.4	0.9	92	116	4.1	36.2	31.0	25.0	5.2	0.9	1.7
16. Develop cooperative problem-solving and decision-making skills.	118	4.6	53.4	33.9	10.2	1.7	0.8		25	118	4.2	39.8	37.3	17.8	4.2	0.8	
17. Assess personal performance as an administrator.	119	4.7	66.4	24.4	6.7	2.5			7	118	4.2	39.8	31.4	22.0	5.1	0.8	0.8
CATEGORY G: SCHOOL/EMPLOYER/ COMMUNITY RELATIONS																	
1. Develop a plan for promoting good public relations.	118	4.6	53.4	31.4	10.2	5.1			25	118	4.1	37.3	34.7	22.0	5.1		0.8
2. Prepare and recommend public relations and communications policies.	118	4.0	33.1	36.4	21.2	6.8	1.7	0.8	92	117	3.9	27.4	35.9	25.6	7.7	2.6	0.9
3. Coordinate use of occupational (craft) advisory committees.	119	4.5	50.4	31.1	12.6	2.5	1.7	1.7	39	118	3.9	31.4	28.8	30.5	5.9	1.7	1.7
4. Organize and work with a general vocational advisory council.	118	4.6	53.4	24.6	14.4	3.4	1.7	2.5	25	116	3.7	31.0	24.1	31.9	8.6	2.6	1.7
5. Develop working relationships with employers and agencies.	117	4.7	59.8	24.8	13.7		0.9	0.9	7	116	3.9	29.3	31.9	31.0	4.3	1.7	1.7
6. Prepare and recommend cooperative agreements with other agencies.	118	4.0	30.5	34.7	22.9	7.6	1.7	2.5	92	115	3.5	21.7	28.7	33.9	10.4	3.5	1.7
7. Involve community leaders (political and non-political) in school programs and activities.	119	4.3	42.9	32.8	19.3	3.4	0.8	0.8	80	116	3.4	21.6	25.9	35.3	13.8	2.6	0.9
8. Participate in school organizations.	119	3.9	36.1	22.7	30.3	6.7	3.4	0.8	116	118	2.8	11.9	13.6	33.1	21.2	11.9	8.5
9. Participate in community organizations.	119	4.2	41.2	33.6	22.7	1.7	0.8		72	118	2.9	14.4	16.9	26.3	18.6	11.9	11.9

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
10. Promote good relationships between vocational and general education staff.	118	4.7	66.1	23.7	7.6	2.5			7	116	3.7	30.2	25.9	27.6	10.3	5.2	0.9
11. Encourage staff participation in community civic, service, and social organizations.	118	4.0	30.5	36.4	24.6	5.9	1.7	0.8	92	116	2.8	12.1	19.8	27.6	23.3	7.8	9.5
12. Promote cooperative efforts of parents and teacher groups.	118	3.5	19.5	29.7	22.9	5.9	5.9	16.1	142	113	2.8	10.6	20.4	29.2	17.7	9.7	12.4
13. Conduct conferences with individuals relative to the vocational programs.	118	4.0	31.4	38.1	21.2	7.6	0.8	0.8	92	116	3.2	16.4	23.3	30.2	19.8	7.8	2.6
14. Meet and confer with visitors.	119	4.1	36.1	32.8	18.5	10.1	2.5		80	117	2.8	7.7	20.5	29.9	15.4	16.2	10.3
15. Conduct information programs for the public (such as open house and career awareness programs).	119	4.4	47.9	31.9	13.4	6.7			50	117	3.2	16.2	24.8	34.2	12.8	10.3	1.7
16. Make public presentations on school programs and activities.	119	4.6	57.1	29.4	9.2	3.4	0.8		25	117	3.6	28.2	25.6	29.1	9.4	6.8	0.9
17. Conduct public hearings and meetings on school issues.	115	3.0	21.7	16.5	22.6	19.1	6.1	13.9	162	102	3.2	22.0	20.2	28.4	18.3	5.5	5.5
18. Conduct alumni relations program.	115	2.3	6.1	12.2	26.1	24.3	7.8	23.5	182	108	2.3	4.6	11.1	29.6	25.9	15.7	13.0
19. Conduct orientation programs for students and staff.	118	4.0	36.4	28.0	17.6	7.6	1.7	7.6	92	115	3.4	22.6	25.2	34.8	10.4	2.6	4.3
20. Conduct recognition programs for students, staff, and community supporters.	118	3.7	25.4	32.2	23.7	9.3	2.5	6.8	131	116	3.0	12.9	22.4	29.3	23.3	8.6	3.4
21. Plan for exhibits and displays.	114	3.2	14.0	28.1	25.4	17.5	8.8	6.1	156	113	2.8	6.2	17.7	37.2	20.4	11.5	7.1
22. Develop materials to promote the vocational programs.	119	4.0	31.9	38.7	18.5	8.4	1.7	0.8	92	117	3.7	23.1	32.5	35.0	6.8	2.6	
23. Write news releases for school and area media.	118	3.8	20.3	39.8	20.3	8.5	5.9	5.1	124	116	3.6	19.8	33.6	32.8	7.8	5.2	0.9
24. Obtain and analyze informal feedback about the school.	118	3.9	31.4	33.1	27.1	4.2	1.7	2.5	116	116	3.6	20.7	34.5	26.7	10.3	6.0	1.7
25. Evaluate the public relations program.	118	4.0	33.1	33.9	12.7	10.2	5.1	5.1	92	116	3.7	25.0	32.8	20.7	12.1	6.9	2.6

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
26. Interpret and apply public "right-to-know" laws and regulations.	114	3.4	21.9	26.3	21.1	14.9	10.5	5.3	148	112	3.6	20.5	32.1	25.0	8.0	8.0	6.3
CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT																	
1. Assess the need for physical facilities.	118	4.7	61.0	26.3	9.3	1.7		1.7	7	117	4.0	32.5	32.5	29.1	2.6	2.6	0.9
2. Conduct land and facility feasibility studies.	117	3.6	19.7	34.2	17.9	16.2	0.9	11.1	137	111	3.6	18.0	36.0	32.4	5.4	4.5	3.6
3. Recommend building sites.	115	3.5	26.1	24.3	14.8	10.4	7.0	17.4	142	110	3.6	22.7	30.9	24.5	10.0	6.4	5.5
4. Recommend the selection of an architect.	113	3.0	19.5	23.9	12.4	8.0	8.8	27.4	162	109	3.3	18.3	26.6	22.0	11.0	8.3	13.8
5. Oversee architectural planning.	113	3.8	29.2	28.3	9.7	10.6	2.7	19.5	124	110	3.9	27.3	36.4	17.3	8.2	1.8	9.1
6. Apply building code regulations to school facilities.	113	2.9	23.0	15.0	21.2	9.7	5.3	25.7	167	105	3.5	27.6	21.9	21.9	9.5	9.5	9.5
7. Submit facility and equipment specifications.	116	4.3	44.0	25.9	17.2	4.3	1.7	6.9	60	113	4.2	38.9	34.5	15.0	7.1	3.5	0.9
8. Analyze building and equipment contract bids.	115	3.4	27.8	20.9	14.8	12.2	5.2	19.1	148	110	3.8	29.1	30.0	15.5	11.8	5.5	8.2
9. Oversee the construction of facilities.	114	2.9	21.9	19.3	14.0	14.9	9.6	20.2	167	108	3.8	31.5	25.0	14.8	11.1	6.5	11.1
10. Recommend acceptance of new building.	113	3.0	25.7	16.8	15.9	12.4	7.1	22.1	162	108	3.7	35.2	18.5	15.7	11.1	5.6	13.9
11. Provide and maintain residential facilities for students.	111	0.2	3.6	4.5	9.0	5.4	11.7	65.8	191	99	0.6	3.0	16.2	14.1	8.1	9.1	49.5
12. Procure equipment and furnishings.	117	3.9	35.9	23.1	16.2	4.3	3.4	17.1	116	113	3.7	23.9	31.9	24.8	4.4	4.4	10.6
13. Plan space requirements for programs.	116	4.5	51.7	25.0	12.9	3.4	1.7	5.2	39	115	4.0	33.9	33.9	23.5	3.5	2.6	2.6
14. Assign space according to priority needs.	117	4.1	36.8	35.9	15.4	[illegible]		[illegible]	92	114	3.5	17.5	31.6	24.9	11.4	5.3	5.3
15. Develop and implement an equipment and supply inventory system.	116	4.0	33.6	31.9	15.5	7.8	3.4	7.8	92	114	3.6	26.3	25.4	28.9	9.6	7.9	1.8

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
16. Establish preventative maintenance program for equipment and facilities.	118	3.8	26.3	36.4	16.1	8.5	5.9	6.8	124	114	3.2	16.7	24.6	33.3	15.8	5.3	4.4
17. Establish vehicle maintenance program.	115	2.1	15.7	14.8	16.5	8.7	10.4	33.9	184	106	2.6	10.4	10.4	33.0	18.9	12.3	15.1
18. Oversee the daily maintenance and upkeep of facilities.	117	2.7	15.4	18.8	18.8	12.0	20.3	24.8	175	110	2.8	10.0	18.2	31.8	13.6	11.8	14.5
19. Oversee the daily maintenance and upkeep of grounds.	117	2.3	13.7	13.7	20.5	12.8	10.3	29.1	182	110	2.5	7.3	15.5	26.4	20.0	13.6	17.3
20. Interpret and apply transportation laws and regulations.	115	2.1	13.0	16.5	16.5	11.3	12.2	30.4	184	107	2.8	15.0	15.0	29.0	14.0	13.1	14.0
21. Arrange for student transportation services.	117	2.5	15.4	16.2	17.9	9.4	9.4	31.6	180	106	2.6	10.4	8.5	34.0	16.0	17.0	14.2
22. Oversee school cafeteria services.	116	1.6	10.3	12.1	13.8	14.7	6.9	42.2	189	107	2.2	6.5	10.3	27.1	20.6	10.3	25.2
23. Arrange for vending services.	115	0.7	4.3	4.3	16.5	17.4	8.7	48.7	190	104	1.4	1.0	2.9	21.2	23.1	14.4	37.5
24. Interpret and apply health and safety laws and regulations.	117	4.0	37.6	21.4	19.7	10.3	2.6	8.5	92	113	3.7	23.9	31.0	27.4	11.5	5.3	0.9
25. Develop and implement safety programs.	116	4.2	43.1	21.6	14.7	8.6	2.6	9.5	72	113	3.8	28.3	32.7	24.8	8.0	4.4	1.8
26. Establish emergency plans (such as fire and disaster).	117	4.1	43.6	17.1	12.8	6.8	5.1	14.5	80	110	3.2	19.1	21.8	30.0	18.2	7.3	3.6
27. Establish and oversee a security program.	116	3.4	26.7	22.4	16.4	6.9	5.2	22.4	148	110	2.9	11.8	17.3	33.6	17.3	11.8	8.2
28. Schedule and oversee community's use of facilities.	117	3.1	18.8	20.5	27.4	10.3	8.5	14.5	159	111	2.7	7.2	13.5	35.1	19.8	11.7	12.6
29. Develop long-range facility and equipment plans.	117	4.4	47.9	25.6	14.5	6.8	1.7	3.4	50	115	3.8	22.6	39.1	30.4	3.5	3.5	0.9
30. Prepare and submit renovation and alternation plans.	115	4.0	25.2	42.6	13.9	7.0	2.6	8.7	92	110	3.6	20.0	33.6	27.3	14.5	1.8	2.7

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT																	
1. Prepare and recommend financial policies.	116	4.5	49.1	21.6	11.2	4.3	5.2	8.6	39	111	4.0	36.9	26.1	29.7	4.5	0.9	1.8
2. Establish purchasing and payment procedures.	115	3.9	35.7	22.6	11.3	4.3	6.1	20.0	116	110	3.8	28.2	30.0	25.5	4.5	5.5	6.4
3. Establish receiving and shipping procedures.	115	3.3	20.9	24.3	20.0	7.0	4.3	23.5	152	110	3.0	18.2	19.1	26.4	19.1	9.1	8.2
4. Prepare and regulate operational budgets.	119	4.7	66.4	13.4	10.1	1.7	0.8	7.6	7	116	4.4	45.7	33.6	14.7	4.3		1.7
5. Prepare and regulate program budgets.	119	4.7	63.9	22.7	8.4	1.7		3.4	7	117	4.3	43.6	37.6	13.7	3.4	0.9	0.9
6. Prepare and regulate capital improvement budgets.	118	4.3	47.5	16.1	16.9	7.6	2.5	9.3	60	115	4.0	33.0	33.0	23.5	6.1	1.7	2.6
7. Prepare long-range budgets based on total program requirements.	117	4.6	53.0	19.7	17.9	2.6	0.9	6.0	25	114	4.1	36.8	34.2	21.9	3.5	0.9	2.6
8. Adopt an appropriate financial accounting system.	118	3.9	38.1	18.6	15.3	2.5	5.1	20.3	116	112	3.9	35.7	25.9	18.8	9.8	2.7	7.1
9. Analyze the cost of operating various instructional programs.	119	4.4	45.4	31.9	10.1	4.2	2.5	5.9	50	117	4.1	36.8	33.3	23.1	2.6	2.6	1.7
10. Locate sources of funds for program development and operation.	118	4.5	52.5	24.6	11.0	4.2	2.5	5.1	39	116	4.1	37.9	31.0	23.3	3.4	1.7	2.6
11. Present levies and bond issues to voters.	116	2.0	19.8	12.9	15.5	3.4	6.9	41.4	187	107	3.4	23.4	24.3	16.8	10.3	6.5	18.7
12. Approve all major expenditures.	117	4.5	49.6	27.4	7.7		1.7	13.7	39	116	3.4	23.3	25.0	26.7	12.1	6.9	6.0
13. Approve requisitions and work orders.	119	4.0	37.0	23.5	21.0	5.9	1.7	10.9	92	116	3.1	13.8	23.3	31.0	16.4	9.5	6.0
14. Arrange for the investment of surplus funds.	115	2.5	23.5	14.8	13.2	4.3	7.1	28.3	140	108	3.3	20.4	26.9	16	4.6	13.0	19.4
15. Provide for the collection of student fees	118	2.7	13.6	13.5	21.2	9.3	8.5	28.0	175	112	2.3	3.6	14.3	29.5	16.1	16.1	20.5

Task Number and Statement	# of Respondents	How important is the performance of this task in your job as a local administrator? (% Responding) Mdn.	5	4	3	2	1	0	Rank Order (Imp.)	# of Respondents	What degree of training do most administrators need in order to effectively perform this task? (% Responding) Mdn.	5	4	3	2	1	0
6. Establish and maintain a petty cash fund.	116	2.1	9.5	10.3	24.1	13.8	12.1	30.2	184	110	1.7	2.7	8.2	25.5	16.4	24.5	22.7
7. Establish procedures for charging for student work.	115	2.8	9.6	20.0	29.6	8.7	9.6	22.6	120	110	2.4	3.6	10.9	32.7	25.5	11.8	15.5
8. Determine insurance coverage needs.	115	3.0	26.1	14.8	18.3	9.6	7.0	24.3	162	107	3.2	16.8	25.2	26.2	15.0	5.6	11.2
9. Select and maintain an insurance program.	114	2.7	25.4	14.0	14.0	7.0	7.0	32.5	175	106	2.9	17.9	18.9	23.6	21.7	4.7	13.2
10. Interpret and apply insurance laws and regulations.	114	2.8	22.8	14.0	20.2	7.0	8.8	27.2	170	106	3.0	21.7	17.0	23.6	20.8	6.6	10.4
11. Respond to business correspondence.	117	4.3	44.4	35.9	12.8	3.4	0.9	2.6	60	115	3.2	9.6	31.3	34.8	14.8	6.1	3.5
12. Prepare local, state, and federal reports.	118	4.7	61.9	20.3	13.6	1.7		2.5	7	117	4.0	34.2	34.2	23.9	3.4	2.6	1.7

APPENDIX J

LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

COMPETENCY TASK STATEMENTS

Results of a National Survey to Identify and Verify the Importance of, and the Need for, Training for 191 Vocational Administrator Tasks

Rank Order of the Perceived Importance of the

191 Administrative Tasks

Professional Development in Vocational Education Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

RANK ORDER OF THE PERCEIVED IMPORTANCE OF THE 191 ADMINISTRATIVE TASKS

Task Number	and Statement	Rank Order	Median Importance
A-5	Involve community representatives in program planning and development.	1	4.8
A-22	Evaluate the effectiveness of the instructional program.	1	4.8
D-6	Recruit and interview potential staff.	1	4.8
D-19	Observe and evaluate staff performance.	1	4.8
F-1	Maintain ethical standards expected of a professional educator.	1	4.8
F-2	Develop and maintain professional relationships with other administrators.	1	4.8
A-7	Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	7	4.7
A-10	Develop overall vocational program goals.	7	4.7
A-15	Implement local board and administrative policies.	7	4.7
A-18	Develop plans for evaluating instructional program.	7	4.7
A-25	Recommend curriculum revisions based on evaluation data.	7	4.7
B-8	Establish and implement a curriculum design that will achieve the school's instructional goals.	7	4.7
D-7	Recommend potential staff to the administration and board.	7	4.7
D-20	Recommend staff promotions and dismissals.	7	4.7
F-3	Develop and maintain professional relationships with state department of education personnel.	7	4.7
F-7	Promote professional image through personal appearance and conduct.	7	4.7
F-12	Develop effective interpersonal skills.	7	4.7
F-17	Assess personal performance as an administrator	7	4.7
G-5	Develop working relationships with employers and agencies.	7	4.7
G-10	Promote good relationships between vocational and general education staff.	7	4.7
H-1	Assess the need for physical facilities.	7	4.7

Task Number	Statement	Rank Order	Median Importance
I-4	Prepare and recommend financial policies.	7	4.7
I-5	Prepare and regulate program budgets.	7	4.7
I-22	Prepare local, state, and federal reports.	7	4.7
A-8	Prepare annual program plans.	25	4.6
A-9	Prepare and update long-range program plans.	25	4.6
A-14	Recommend program policies to the administration and board.	25	4.6
A-19	Direct self-evaluation of the district vocational program.	25	4.6
A-28	Write proposals for the funding of new programs and the improvement of existing programs.	25	4.6
B-9	Guide staff in integrating and articulating the vocational program with the total educational program.	25	4.6
D-3	Assess program staffing requirements.	25	4.6
D-17	Plan and conduct staff meetings.	25	4.6
F-6	Participate in professional meetings for self-improvement.	25	4.6
F-16	Develop cooperative problem-solving and decision-making skills.	25	4.6
G-1	Develop and plan for promoting good public relations.	25	4.6
G-4	Organize and work with a general vocational advisory council.	25	4.6
G-16	Make public presentations on school programs and activities.	25	4.6
I-7	Prepare long-range budgets based on total program requirements.	25	4.6
A-2	Collect and analyze manpower needs assessment data.	39	4.5
A-16	Interpret and apply state and/or federal vocational education legislation.	39	4.5
B-7	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	39	4.5
D-5	Establish staff selection and recruitment procedures.	39	4.5
E-1	Assess staff development needs.	39	4.5

Task Number	Statement	Rank Order	Median Importance
F-11	Represent teacher interests and concerns to other administrators and the board.	39	4.5
G-3	Coordinate use of occupational(craft) advisory committees.	39	4.5
H-13	Plan space requirements for programs.	39	4.5
I-1	Prepare and recommend financial policies.	39	4.5
I-10	Locate sources of funds for program development and operation.	39	4.5
I-12	Approve all major expenditures.	39	4.5
A-23	Initiate student and employer follow-up studies.	50	4.4
A-24	Analyze student and employer follow-up studies.	50	4.4
D-1	Prepare and recommend personnel policies.	50	4.4
D-10	Resolve staff grievances and complaints.	50	4.4
D-15	Oversee the work of teachers and other school personnel.	50	4.4
F-5	Participate in professional organizations.	50	4.4
F-4	Develop and maintain relationships with personnel in professional organizations.	50	4.4
G-15	Conduct informational programs for the public (such as open house and career awareness programs).	50	4.4
H-29	Develop long-range facility and equipment plans.	50	4.4
I-9	Analyze the cost of operating various instructional programs.	50	4.4
A-3	Direct occupational task analysis for use in curriculum development.	60	4.3
A-6	Obtain state and federal services and resources for program development.	60	4.3
B-11	Provide for cooperative education programs.	60	4.3
D-4	Prepare job descriptions.	60	4.3
D-13	Schedule staff work loads.	60	4.3
E-5	Conduct workshops and other inservice programs for professional personnel.	60	4.3

Task Number	Statement	Rank Order	Median Importance
E-6	Arrange for workshops and other inservice programs for professional personnel.	60	4.3
F-8	Assist with the development of state and/or federal plans for vocational education.	60	4.3
G-7	Involve community leaders (political and non-policical) in school programs and activities.	60	4.3
H-7	Submit facility and equipment specifications.	60	4.3
I-6	Prepare and regulate capital improvement budgets.	60	4.3
I-21	Respond to business correspondence.	60	4.3
A-11	Coordinate district curriculum development efforts.	72	4.2
A-21	Design and select instruments for evaluating the instructional program.	72	4.2
B-13	Provide for special needs programs.	72	4.2
B-14	Provide for adult/continuing education programs.	72	4.2
E-11	Evaluate staff development programs.	72	4.2
F-10	Prepare policy and commendation statements.	72	4.2
G-9	Participate in community organizations.	72	4.2
H-25	Develop and implement safety programs.	72	4.2
A-1	Survey student and parent interests.	80	4.1
A-12	Approve courses of study.	80	4.1
A-27	Analyze the school and community's feelings toward educational change.	80	4.1
A-32	Develop supplemental/remedial instructional programs to meet student needs.	80	4.1
B-16	Guide the articulation of secondary and postsecondary vocational program objectives.	80	4.1
C-6	Oversee student job placement and follow-up services.	80	4.1
D-12	Counsel and advise staff on professional matters.	80	4.1
D-18	Prepare bulletins and other communications designed to keep staff informed.	80	4.1

Task Number	and Statement	Rank Order	Median Importance
F-9	Participate in the development of vocational education legislation.	80	4.1
F-14	Read and use information from professional journals, reports, and related materials for self-improvement.	80	4.1
G-14	Meet and confer with visitors.	80	4.1
H-26	Establish emergency plans (such as fire and disaster).	80	4.1
A-4	Direct the identification of entry-level requirements for jobs.	92	4.0
A-20	Involve external evaluation personnel in assessing program effectiveness.	92	4.0
A-29	Coordinate local demonstration, pilot, and exemplary programs.	92	4.0
A-31	Interpret and use research results for program development and improvement.	92	4.0
B-6	Prepare a master schedule of course offerings.	92	4.0
B-10	Promote the integration of vocational student organizational activities into the instructional program.	92	4.0
B-12	Provide for supplemental/remedial instructional programs.	92	4.0
B-17	Approve selection of instructional equipment.	92	4.0
D-24	Interpret and apply affirmative action laws and regulations.	92	4.0
E-3	Counsel with staff regarding personnel development needs and activities.	92	4.0
E-8	Provide for preservice programs for professional personnel.	92	4.0
F-15	Apply management by objectives (MBO) techniques to personal work assignments.	92	4.0
G-2	Prepare and recommend public relations and communications policies.	92	4.0
G-6	Prepare and recommend cooperative agreements with other agencies.	92	4.0
G-11	Encourage staff participation in community civic, service, and social organizations.	92	4.0

Task Number	Statement	Rank Order	Median Importance
G-13	Conduct conferences with individuals relative to the vocational programs.	92	4.0
G-19	Conduct orientation programs for students and staff.	92	4.0
G-22	Develop materials to promote the vocational programs.	92	4.0
G-25	Evaluate the public relations program.	92	4.0
H-14	Assign space according to priority needs.	92	4.0
H-15	Develop and implement an equipment and supply inventory system.	92	4.0
H-24	Interpret and apply health and safety laws and regulations.	92	4.0
H-30	Prepare and submit renovation and alteration plans.	92	4.0
I-13	Approve requisitions and work orders.	92	4.0
A-17	Interpret and apply other relevant state and federal legislation (such as CETA).	116	3.9
B-1	Establish instructional program entry and completion requirements.	116	3.9
B-18	Approve selection of instructional materials.	116	3.9
G-8	Participate in school organizations.	116	3.9
G-24	Obtain and analyze informal feedback about the school.	116	3.9
H-12	Procure equipment and furnishings.	116	3.9
I-2	Establish purchasing and payment procedures.	116	3.9
I-8	Adopt an appropriate financial accounting system.	116	3.9
C-9	Interpret and apply student rights, laws, and regulations.	124	3.8
D-8	Participate in negotiating staff working agreements.	124	3.8
D-21	Provide guidance to the staff on legal matters affecting the school program.	124	3.8
D-22	Interpret and apply licensing and certification regulations.	124	3.8
G-23	Write news releases for school and area media.	124	3.8

Task Number	and Statement	Rank Order	Median Importance
H-5	Oversee architectural planning.	124	3.8
H-16	Establish preventative maintenance program for equipment facilities.	124	3.8
C-1	Oversee student recruitment activities.	131	3.7
C-8	Provide for a student record keeping system.	131	3.7
D-2	Prepare and maintain a personnel handbook.	131	3.7
D-16	Provide for a staff record-keeping system.	131	3.7
D-23	Interpret and apply labor laws and regulations.	131	3.7
G-20	Conduct recognition programs for students, staff, and community supporters.	131	3.7
B-2	Establish student rules and policies (such as attendance and discipline).	137	3.6
C-5	Oversee student guidance and testing services.	137	3.6
D-9	Establish staff grievance procedures.	137	3.6
E-2	Assist in the preparation of individual staff profiles.	137	3.6
H-2	Conduct land and facility feasibility studies.	137	3.6
A-13	Establish school admission and graduation requirements.	142	3.5
B-19	Maintain a learning resources center for students.	142	3.5
E-7	Provide for inservice programs for supportive personnel.	142	3.5
E-9	Arrange for staff exchanges with business and industry.	142	3.5
G-12	Promote cooperative efforts of parent and teacher groups.	142	3.5
H-3	Recommend building sites.	142	3.5
A-26	Assess student testing and grading procedures.	148	3.4
G-26	Interpret and apply public "right-to-know" laws and regulations.	148	3.4
H-8	Analyze building and equipment contract bids.	148	3.4
H-27	Establish and oversee a security program.	148	3.4
B-4	Design and oversee student progress reporting procedures.	152	3.3

Task Number	Statement	Rank Order	Median Importance
C-2	Oversee school admission services.	152	3.3
D-11	Interpret the staff benefits program.	152	3.3
I-3	Establish receiving and shipping procedures.	152	3.3
C-4	Arrange for work study programs.	156	3.2
E-4	Establish and maintain a staff learning resources center.	156	3.2
G-21	Plan for exhibits and displays.	156	3.2
A-30	Design and oversee local research studies.	159	3.1
B-3	Enforce student rules and policies.	159	3.1
H-28	Schedule and oversee community's use of facilities.	159	3.1
D-14	Schedule staff leaves, vacations, and sabbaticals.	162	3.0
G-17	Conduct public hearings and meetings on school issues.	162	3.0
H-4	Recommend the selection of an architect.	162	3.0
H-10	Recommend acceptance of new building.	162	3.0
I-18	Determine insurance coverage needs.	162	3.0
B-15	Arrange for students to attend programs offered by other educational agencies.	167	2.9
H-6	Apply building code regulations to school facilities.	167	2.9
H-9	Oversee the construction of facilities.	167	2.9
C-10	Interpret and apply Veteran's Administration laws and regulations.	170	2.8
E-10	Assist supervising teachers in planning for and working with student teachers.	170	2.8
F-13	Write articles and materials for journals and other professional media.	170	2.8
I-17	Establish procedures for charging for student work.	170	2.8
I-20	Interpret and apply insurance laws and regulations.	170	2.8
B-5	Approve student promotions/reassignments.	175	2.7
C-7	Oversee extracurricular organizations and activities.	175	2.7

Task Number and Statement		Rank Order	Median Importance
H-18	Oversee the daily maintenance and upkeep of facilities.	175	2.7
I-15	Provide for the collection of student fees.	175	2.7
I-19	Select and maintain an insurance program.	175	2.7
H-21	Arrange for student transportation services.	180	2.5
I-14	Arrange for the investment of surplus funds.	180	2.5
G-18	Conduct alumni relations program.	182	2.3
H-19	Oversee the daily maintenance and upkeep of grounds.	182	2.3
H-17	Establish vehicle maintenance program.	184	2.1
H-20	Interpret and apply transportation laws and regulations.	184	2.1
I-16	Establish and maintain a petty cash fund.	184	2.1
C-3	Arrange for student loan and grant programs.	187	2.0
I-11	Present levies and bond issues to voters.	187	2.0
H-22	Oversee school cafeteria services.	189	1.6
H-23	Arrange for vending services.	190	0.7
H-11	Provide and maintain residential facilities for students.	191	0.2

APPENDIX K

COMPETENCIES IMPORTANT TO SECONDARY AND POST-SECONDARY LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Master List of Categories and Task Statements

CATEGORY A: Program Planning, Development, and Evaluation

1. Survey student and parent interests.
2. Collect and analyze manpower needs assessment data.
3. Direct occupational task analysis for use in curriculum development.
4. Direct the identification of entry-level requirements for jobs.
5. Involve community representatives in program planning and development.
6. Obtain state and federal services and resources for program development.
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.
8. Prepare annual program plans.
9. Prepare and update long-range program plans.
10. Develop overall vocational program goals.
11. Coordinate district curriculum development efforts.
12. Approve courses of study.
13. Establish school admission and graduation requirements.
14. Recommend program policies to the administration and board.
15. Implement local board and administrative policies.
16. Interpret and apply state and/or federal vocational education legislation.
17. Interpret and apply other relevant state and federal legislation (such as CETA).
18. Develop plans for evaluating instructional programs.
19. Direct self-evaluation of the district vocational programs.
20. Involve external evaluation personnel in assessing program effectiveness.
21. Design and select instruments for evaluating the instructional program.
22. Evaluate the effectiveness of the instructional program.
23. Initiate student and employer follow-up studies.
24. Analyze student and employer follow-up studies.
25. Recommend curriculum revisions based on evaluation data.
26. Assess student testing and grading procedures.
27. Analyze the school's and community's feelings toward educational change.
28. Write proposals for the funding of new programs and the improvement of existing programs.
29. Coordinate local demonstration, pilot, and exemplary programs.
30. Design and oversee local research studies.
31. Interpret and use research results for program development and improvement.
32. Develop supplemental/remedial instructional programs to meet student needs.

CATEGORY B: Instructional Management

33. Establish instructional program entry and completion requirements.
34. Establish student rules and policies (such as attendance and discipline).
35. Enforce student rules and policies.
36. Design and oversee student progress reporting procedures.
37. Prepare a master schedule of course offerings.
38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).
39. Establish and implement a curriculum design that will achieve the school's instructional goals.
40. Guide staff in integrating and articulating the vocational program with the total educational program.
41. Promote the integration of vocational student organizational activities into the instructional program.
42. Provide for cooperative education programs.
43. Provide for supplemental/remedial instructional programs.
44. Provide for special needs programs.
45. Provide for adult/continuing education programs.
46. Guide the articulation of secondary and postsecondary vocational program objectives.
47. Approve selection of instructional equipment.
48. Approve selection of instructional materials.
49. Maintain a learning resources center for students.

CATEGORY C: Student Services

50. Oversee student recruitment activities.
51. Oversee school admission services.
52. Arrange for work study programs.
53. Oversee student guidance and testing services.
54. Oversee student job placement and follow-up services.
55. Provide for a student record-keeping system.
56. Interpret and apply student rights, laws, and regulations.

CATEGORY D: Personnel Management

57. Prepare and recommend personnel policies.
58. Prepare and maintain a personnel handbook.
59. Assess program staffing requirements.
60. Prepare job descriptions.
61. Establish staff selection and recruitment procedures.
62. Recruit and interview potential staff.
63. Recommend potential staff to the administration and board.
64. Participate in negotiating staff working agreements.
65. Establish staff grievance procedures.
66. Resolve staff grievances and complaints.
67. Interpret the staff benefits program.
68. Counsel and advise staff on professional matters.
69. Schedule staff work loads.

70. Schedule staff leaves, vacations, and sabbaticals.

71. Oversee the work of teachers and other school personnel.

72. Provide for a staff record-keeping system.

73. Plan and conduct staff meetings.

74. Prepare bulletins and other communications designed to keep staff informed.

75. Observe and evaluate staff performance.

76. Recommend staff promotions and dismissals.

77. Provide guidance to the staff on legal matters affecting the school program.

78. Interpret and apply licensing and certification regulations.

79. Interpret and apply labor laws and regulations.

80. Interpret and apply affirmative action laws and regulations.

CATEGORY E Staff Development

81. Assess staff development needs.

82. Assist in the preparation of individual staff profiles.

83. Counsel with staff regarding personnel development needs and activities.

84. Establish and maintain a staff learning resources center.

85. Conduct workshops and other inservice programs for professional personnel.

86. Arrange for workshops and other inservice programs for professional personnel.

87. Provide for inservice programs for supportive personnel.

88. Provide for preservice programs for professional personnel.

89. Arrange for staff exchanges with business and industry.

90. Evaluate staff development programs.

CATEGORY F Professional Relations and Self-Development

91. Maintain ethical standards expected of a professional educator.

92. Develop and maintain professional relationships with other administrators.

93. Develop and maintain professional relationships with state department of education personnel.

94. Develop and maintain relationships with personnel in professional organizations.

95. Participate in professional organizations.

96. Participate in professional meetings for self-improvement.

97. Promote professional image through personal appearance and conduct.

98. Assist with the development of state and/or federal plans for vocational education.

99. Participate in the development of vocational education legislation.

100. Prepare policy and commendation statements.

101. Represent teacher interests and concerns to other administrators and the board.

102. Develop effective interpersonal skills.

103. Read and use information from professional journals, reports, and related materials for self-improvement.

104. Apply management by objectives (MBO) techniques to personal work assignments.

105. Develop cooperative problem-solving and decision-making skills.

106. Assess personal performance as an administrator.

CATEGORY G: School-Community Relations

107. Develop a plan for promoting good public relations.
108. Prepare and recommend public relations and communications policies.
109. Coordinate use of occupational (craft) advisory committees.
110. Organize and work with a general vocational advisory council.
111. Develop working relationships with employers and agencies.
112. Prepare and recommend cooperative agreements with other agencies.
113. Involve community leaders (political and non-political) in school programs and activities.
114. Participate in school organizations.
115. Participate in community organizations.
116. Promote good relationships between vocational and general education staff.
117. Encourage staff participation in community civic, service, and social organizations.
118. Promote cooperative efforts of parent and teacher groups.
119. Conduct conferences with individuals relative to the vocational programs.
120. Meet and confer with visitors.
121. Conduct informational programs for the public (such as open house and career awareness programs).
122. Make public presentations on school programs and activities.
123. Conduct public hearings and meetings on school issues.
124. Conduct orientation programs for students and staff.
125. Conduct recognition programs for students, staff, and community supporters.
126. Plan for exhibits and displays
127. Develop materials to promote the vocational programs.
128. Write news releases for school and area media.
129. Obtain and analyze informal feedback about the school.
130. Evaluate the public relations program.
131. Interpret and apply public "right-to-know" laws and regulations.

CATEGORY H: Facilities and Equipment Management

132. Assess the need for physical facilities.
133. Conduct land and facility feasibility studies.
134. Recommend building sites.
135. Recommend the selection of an architect.
136. Oversee architectural planning.
137. Submit facility and equipment specifications.
138. Analyze building and equipment contract bids.
139. Recommend acceptance of new building.
140. Procure equipment and furnishings.
141. Plan space requirements for programs.
142. Assign space according to priority needs.
143. Develop and implement an equipment and supply inventory system.
144. Establish preventive maintenance program for equipment and facilities.

146. Interpret and apply health and safety laws and regulations.

148. Develop and implement safety programs.

147. Establish emergency plans (such as fire and disaster).

148. Establish and oversee a security program.

149. Schedule and oversee community's use of facilities.

150. Develop long-range facility and equipment plans.

151. Prepare and submit renovation and alteration plans.

CATEGORY I: Business and Financial Management

152. Prepare and recommend financial policies.

153. Establish purchasing and payment procedures.

154. Establish receiving and shipping procedures.

155. Prepare and regulate operational budgets.

156. Prepare and regulate program budgets.

157. Prepare and regulate capital improvement budgets.

158. Prepare long-range budgets based on total program requirements.

159. Adopt an appropriate financial accounting system.

160. Analyze the cost of operating various instructional programs.

161. Locate sources of funds for program development and operation.

162. Approve all major expenditures.

163. Approve requisitions and work orders.

164. Determine insurance coverage needs.

165. Respond to business correspondence.

166. Prepare local, state, and federal reports.

APPENDIX L

LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

COMPETENCY TASK STATEMENTS

Results of a National Survey to Identify and Verify the Importance of, and the Need for, Training for 191 Vocational Administrator Tasks

Significant Differences (Chi-Square) in the Importance of Administrative Tasks as Perceived by Secondary Versus Post-Secondary Level Administrators

Performance-Based Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VERSUS POST-SECONDARY LEVEL ADMINISTRATORS

Task Number and Statement	Statistical Signif. Level	# of Respondents	Secondary (% Responding) Mdn.	5	4	3	2	1	0	# of Respondents	Post-Secondary (% Responding) Mdn.	5	4	3	2	1	0
A-2 Collect and analyze manpower needs assessment data.	.0039	75	4.2	38.7	42.7	18.7				43	4.8	67.4	14.0	14.0	2.3		2.3
A-11 Coordinate district curriculum development efforts.	.0198	74	4.5	50.0	27.0	12.2	6.8	2.7	1.4	42	3.4	28.6	19.0	35.7	4.8	7.1	4.8
A-19 Direct self-evaluation of the district vocational programs.	.0252	75	4.7	64.0	21.3	10.7	2.7	1.3		42	4.5	50.0	26.2	7.1		4.8	11.9
B-3 Enforce student rules and policies.	.0317	75	3.6	33.3	18.7	21.3	10.7	5.3	10.7	42	2.4	14.3	7.1	26.2	16.7	16.7	19.0
B-10 Promote the integration of vocational student organizational activities into the instructional program.	.0012	74	4.2	40.5	36.5	13.5	4.1	5.4		42	3.2	11.9	28.6	28.6	9.5	14.3	7.1
B-11 Provide for cooperative education programs.	.0099	75	4.5	49.3	32.0	16.0			2.7	42	3.8	35.7	21.4	19.0	4.8	7.1	11.9
C-4 Arrange for work study programs.	.0219	74	3.6	21.6	31.1	27.0	4.1	6.8	9.5	42	2.5	11.9	14.3	23.8	11.9	9.5	28.6
C-7 Oversee extracurricular organizations and activities.	.0008	75	3.1	18.7	17.3	33.3	9.3	14.7	6.7	41	2.1	2.4	9.8	26.8	26.8	7.3	26.8
C-9 Interpret and apply student rights, laws, and regulations.	.0176	74	4.2	41.9	24.3	21.6	8.1	1.4	2.7	41	3.1	22.0	17.1	26.8	9.8	7.3	17.1
D-16 Provide for a staff record-keeping system.	.0331	73	3.9	26.0	37.0	21.9	9.6	4.1	1.4	39	3.2	28.2	17.9	15.4	15.4	10.3	12.8
E-10 Assist supervising teachers in planning for and working with student teachers.	.0063	74	3.2	18.9	23.0	24.3	12.2	8.1	13.5	41	0.9	12.2	12.2	12.2	7.3	9.8	46.3
F-1 Maintain ethical standards expected of a professional educator.	.0387	75	4.7	64.0	25.3	9.3		1.3		43	4.8	76.7	14.0	2.3	7.0		
F-14 Read and use information from professional journals, reports, and related materials for self-improvement.	.0233	74	4.0	25.7	51.4	17.6	4.1	1.4		43	4.2	41.9	27.9	14.0	16.3		

Task Number and Statement	Statistical Signif. Level	# of Respondents	Secondary (% Responding)							# of Respondents	Post-Secondary (% Responding)						
			Mdn.	5	4	3	2	1	0		Mdn.	5	4	3	2	1	0
-4 Organize and work with a general vocational advisory council.	.0015	74	4.7	59.5	31.1	6.8		1.4	1.4	43	4.1	44.2	14.0	25.6	9.3	2.3	4.7
-12 Promote cooperative efforts of parent and teacher groups.	.0000	74	3.9	25.7	40.5	24.3	2.7	1.4	5.4	43	1.6	7.0	11.6	20.9	11.6	14.0	34.9
-15 Conduct informational programs for the public (such as open house and career awareness programs.	.0156	4.6	54.7	34.7	6.7	4.0				43	4.0	37.2	27.9	23.3	11.6		
-17 Conduct public hearings and meetings on school issues.	.0213	72	3.3	22.2	20.8	29.2	13.9	5.6	8.3	42	2.2	19.0	9.5	11.9	28.6	7.1	23.8
-18 Conduct alumni relations program.	.0062	72	2.6	4.2	12.5	36.1	18.1	11.1	18.1	42	2.0	9.5	11.9	9.5	35.7	2.4	31.0
-19 Conduct orientation programs for students and staff.	.0348	75	4.2	42.7	24.0	22.7	2.7	1.3	6.7	42	3.8	26.2	35.7	11.9	16.7	2.4	7.1
-20 Conduct recognition programs for students, staff, and community supporters.	.0535	75	3.9	28.0	37.3	25.3	5.3	1.3	2.7	42	3.3	21.4	23.8	21.4	16.7	4.8	11.9
-21 Plan for exhibits and displays.	.0070	73	3.6	19.2	32.9	27.4	13.7	5.5	1.4	40	2.4	5.0	20.0	22.5	25.0	15.0	12.5
-23 Write news releases for school and area media.	.0033	75	4.0	25.3	46.7	18.7	5.3	4.0		42	3.1	11.9	28.6	23.8	14.3	9.5	11.9
-15 Develop and implement an equipment and supply inventory system.	.0008	73	4.3	42.5	37.0	9.6	5.5	4.1	1.4	42	3.2	19.0	23.8	26.2	11.9	2.4	16.7
-20 Interpret and apply transportation laws and regulations.	.0007	72	3.0	18.1	22.2	19.4	6.9	13.9	19.4	42	0.5	4.8	4.8	11.9	19.0	9.5	50.0
-21 Arrange for student transportation services.	.0000	74	3.2	21.6	23.0	21.6	4.1	10.8	18.9	42	0.4	4.8	4.8	9.5	19.0	7.1	54.8
-25 Develop and implement safety programs.	.0020	74	4.4	48.6	23.0	18.9	6.8	1.4	1.4	41	3.7	34.1	19.5	7.3	12.2	4.9	22.0
-4 Prepare and regulate operational budgets.	.0215	75	4.8	73.3	6.7	12.0	2.7	1.3	4.0	43	4.6	55.8	25.6	7.0			11.6
-11 Present levies and bond issues to voters.	.0193	72	2.9	27.8	11.1	18.1	4.2	6.9	31.9	43	0.3	4.7	16.3	11.6	2.3	7.0	58.1
-13 Approve requisitions and work orders.	.0149	75	4.3	45.3	26.7	17.3	5.3		5.3	43	3.2	23.3	18.6	27.9	7.0	4.7	18.6

Task Number and Statement	Statistical Signif. Level	# of Respondents	Secondary (% Responding)							# of Respondents	Post-Secondary (% Responding)						
			Mdn.	5	4	3	2	1	0		Mdn.	5	4	3	2	1	0
I-15 Provide for the collection of student fees.	.0215	74	2.8	13.5	16.2	28.4	13.5	8.1	20.3	43	2.0	14.0	25.6	9.3	2.3	9.3	39.5
I-17 Establish procedures for charging for student work.	.0045	72	3.2	12.5	26.4	33.3	8.3	8.3	11.1	42	1.3	4.8	9.5	23.8	9.5	11.9	40.5

Total number of respondents - 118

Minimum number of respondents to any one item - 110

APPENDIX M

LOCAL ADMINISTRATORS

OF

VOCATIONAL EDUCATION

COMPETENCY TASK STATEMENTS

Results of a National Survey to Identify and Verify the Importance of, and the Need for, Training for 191 Vocational Administrator Tasks

Significant Differences (Chi-Square) in the Importance of Administrative Tasks as Perceived by Vocational Administrators from Rural Versus Urban Areas

Performance-Based Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY VOCATIONAL ADMINISTRATORS FROM RURAL VERSUS URBAN AREAS

Task Number and Statement	Statistical Signif. Level	# of Respondents	Rural (% Responding)							# of Respondents	Urban (% Responding)						
			Mdn.	5	4	3	2	1	0		Mdn.	5	4	3	2	1	0
A-12 Approve courses of study.	.0379	71	4.3	43.7	36.6	14.1	5.6			41	3.7	22.0	36.6	34.1	7.3		
A-19 Direct self-evaluation of the district vocational programs.	.0274	71	4.7	64.8	15.5	7.0	2.8	2.8	7.0	40	4.4	45.0	35.0	17.5		2.5	
A-21 Design and select instruments for evaluating the instructional program.	.0415	71	4.4	47.9	19.7	25.4	5.6		1.4	40	4.1	35.0	40.0	17.5	5.0		2.5
A-28 Write proposals for the funding of new programs and the improvement of existing programs.	.0523	70	4.7	61.4	24.3	5.7	4.3	2.9	1.4	41	4.4	48.8	24.4	24.4			2.4
B-2 Establish student rules and policies (such as attendance and discipline).	.0231	70	4.0	35.7	30.0	17.1	5.7	5.7	5.7	41	2.8	17.1	14.6	26.8	17.1	9.8	14.6
B-7 Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	.0258	71	4.7	59.2	28.2	8.5	1.4		2.8	41	4.0	36.6	26.8	31.7	2.4		2.4
B-9 Guide staff in integrating and articulating the vocational program with the total educational program.	.0394	70	4.7	64.3	25.7	7.1		1.4	1.4	41	4.3	43.9	29.3	19.5	7.3		
D-4 Prepare job descriptions.	.0506	70	4.6	52.9	30.0	8.6	2.9	1.4	4.3	41	3.8	31.7	26.8	22.0	12.2	4.9	2.4
D-8 Participate in negotiating staff working agreements.	.0078	64	3.7	35.9	17.2	10.9	12.5		23.4	39	3.7	28.2	28.2	17.9	5.1	12.8	7.7
D-16 Provide for a staff record-keeping system.	.0036	68	4.0	30.9	36.8	17.6	5.9	2.9	5.9	37	2.8	16.2	16.2	27.0	24.3	13.5	2.7
G-23 Write news releases for school and area media.	.0195	70	3.9	24.3	44.3	15.7	4.3	8.6	2.9	40	3.4	12.5	35.0	27.5	15.0		10.0

Task Number and Statement	Statistical Signif. Level	# of Respondents	Rural (% Responding) Mdn.	5	4	3	2	1	0	# of Respondents	Urban (% Responding) Mdn.	5	4	3	2	1	0
I-1 Prepare and recommend financial policies.	.0234	68	4.6	57.4	17.6	11.8	2.9	7.4	2.9	40	3.9	32.5	27.5	12.5	7.5	2.5	17.5
I-9 Analyze the cost of operating various instructional programs.	.0518	70	4.6	52.9	24.3	11.4	5.7	1.4	4.3	41	4.0	26.8	46.3	9.8	2.4	4.9	9.8
I-15 Provide for the collection of student fees.	.0270	69	3.0	17.4	18.8	27.5	5.8	4.3	26.1	41	1.6	9.8	12.2	12.2	17.1	17.1	31.7
I-17 Establish procedures for charging for student work.	.0394	68	3.0	8.8	25.0	33.8	4.4	7.4	20.6	39	2.0	10.3	7.7	23.1	17.9	15.4	25.6

Total number of respondents - 112

Minimum number of respondents to any one item - 104